

Mass. [Dept. of Education]  
Annual report of Board of Education...  
Commissioner of Education...pt. 1.  
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ANNUAL REPORT

Dept. of Education  
MASSACHUSETTS ( BOARD OF EDUCATION

COMMISSIONER OF EDUCATION )

NOVEMBER 15, 1973





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## Report of the Board of Education

I am pleased to submit herewith the annual report of the Board of Education for the period July 1, 1972 to June 30, 1973.

Significant changes occurred in the composition of the Board within this time span. The first student member in the history of the Board, required under the provisions of C. 1009 of the Acts of 1971, was Michael Quigley of Weston, a student of Browne and Nichols School, who served from May of 1972 through April, 1973. He was succeeded in May of 1973 by Steven Rothstein of Brookline High School. On March 30, 1973, Richard L. Banks of Needham, resigned to accept appointment as Justice in the Roxbury District Court after seven years of service on the Board. Dr. William C. Gaige, Director of Research, Advisory Council on Education, retired in November of 1973, and simultaneously relinquished his role as an ex officio member of the Board.

Equally significant changes also transpired this past year in the executive leadership of the Department of Education. Dr. Neil V. Sullivan, Commissioner of Education since February of 1969, resigned effective July 18, 1972 to become Chairman of the Department of Educational Administration, California State University at Long Beach. Dr. Thomas J. Curtin, Deputy Commissioner of Education, served as Interim Commissioner from September, 1972 to February 18, 1973, when Dr. Gregory R. Anrig, who had been elected by the Board in December after a national search took office as Commissioner of Education.



One of the Board's most vital activities in seeking to fulfill its public responsibility in the past year was its participation in three-day workshop in September of 1972, conducted by the American Management Association, for the purpose of refining and enhancing its role as a lay board. Out of this intensive series of meetings came a renewed commitment to carry out the mandates of the Willis-Harrington Act of 1965, which had established the Master Plan for public elementary and secondary education, and to implement the "Imperative-Planning Priorities" it had previously adopted in connection with its acceptance of the "Results Approach to Public Education." Prime consideration was given to the enhancement of the "Educational Goals for Massachusetts" which represent the first of the "Imperative-Planning Priorities."

The accompanying Report of the Commissioner and the Department Report constitute a vivid accounting of how the Board's desire to realize the common goals of public education has been translated into an action program of consequence to the children and youth of the Commonwealth. These reports serve also as a means to measure the Board's rendering of accountability to the citizens of the Commonwealth.

It is difficult to indicate which of the Board and Department's activities and accomplishments have been more gratifying; nevertheless, the following merit special attention:

- . the furtherance of kindergarten programs
- . the steps to implement the Special Education and Transitional Bilingual Education statutes





- . the efforts to effect a new Teacher Certification law
- . the expansion of Occupational Education services and facilities
- . the improvement of planning and assessment capabilities
- . the strengthening of the Department's internal management system
- . the meeting of legal and moral responsibilities related to the enforcement of the Racial Imbalance Act
- . the expansion of Regional Center services

This report cannot be regarded as complete without reference to the efforts made in 1973 by the Governor's office to implement C. 704 of the Acts of 1969. An Act Establishing a Governor's Cabinet, by the publication of the document entitled, "The Organization of Massachusetts Education: Department of Educational and Cultural Affairs," and the filing of H. 6160, a related reorganization bill.

While supportive of the broad principle of reorganization of state government to introduce efficient management and defensible economies, and while appreciative of the personal integrity and support of education provided by Governor Francis Sargent and Secretary of Educational Affairs Joseph M. Cronin, the Board and Commissioner Anrig opposed H. 6160 in hearings conducted by the Joint Committee on Education.



The Board's opposition stems from its commitment to the principles of (1) lay control over public education, (2) the exercise of this lay control as free as possible from partisan influence, and (3) strong state leadership in general policy direction and planning, and strong local control of basic school operation.

In concluding this relatively brief accounting of our stewardship in 1972-1973, I wish to pay tribute to the spirit of dedication to the public service which has characterized the service of my fellow members throughout this period and to express as chairman of the Board our gratitude to the executive leadership and the supportive Department Staff for their tireless, productive efforts in behalf of the million and a quarter children and youth in this same time span.

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Chairman, Board of Education





## Report of the Commissioner of Education

A critical prerequisite in the Board of Education's selection of a new commissioner in December of 1972 was a commitment to quality education and equal educational opportunity for the children of Massachusetts and to the general policies of the Board and the Department as summarized in the Board papers: "Philosophy, Policy and Goals of the Massachusetts Board of Education," "The Results Approach to Education and Educational Imperatives," and "Educational Goals for Massachusetts."

In assuming the role of commissioner officially in February of 1973, I publicly renewed my commitment to this essential criterion and moved immediately to define an initial strategic plan of implementation to be carried out by June, 1973.

A prime task was the initiation of a management improvement project intended to improve the internal operations of the Department and communication. This project was undertaken by contractual arrangements with Pugh-Roberts Associates as chief consultant and incorporated substantial Department staff representation. Key task forces worked with the consultant team in four basic areas: Coordination, Management Information Systems, Personnel, and Legislative Issues. The final project report will be implemented on a department-wide basis in Fiscal Year 1974.



Another major task, keyed to the "Results Approach," was the redirection of the "Design for Assessment" pattern which has become a major responsibility of the newly created Office of Executive Planning.

A third task, clearly tied to the development of stronger external relationships, was the fostering of closer working arrangements with the legislative leadership and with the state's leading educational organizations.

A fourth task of magnitude, alluded to in the Board's report, was the provision of leadership in the public discussions of the Governor's reorganization plan, including major involvement in legislative hearings conducted by the Joint Committee on Education.

An additional high priority task, embodying a grave threat to the continued existence of the Department, was the effort to counteract federal aid to education cutbacks through involvement in congressional hearings and in the development of counter measures on the state legislative scene to save many professional staff positions which faced extinction due to federal curtailments.

The continuing task of implementing the state's racial imbalance act, crucial to the enhancement of equal educational opportunity, markedly accelerated within this five-month period, particularly with reference to the holding of major hearings conducted by Professor Louis Jaffe of Harvard Law School affecting the development of a plan for





- . Equal educational opportunity, including not only matters on equal opportunity for minorities but also for the handicapped (Chapter 766, Acts of 1972), those in rural districts and those in poor communities.
- 2. Two procedural approaches have been identified for these program areas -
  - . Encouragement of inter-district collaboration.
  - . Delivery of more Department of Education services through its regional centers.

The development of the short-term strategies and implementation of the related tasks for 1973 and the designing of a plan for 1974 could not have been accomplished without the cooperation and support of a highly responsible and discerning Board of Education and the untiring efforts of a competent and conscientious staff of professional and classified personnel. Both Board and staff have been deeply conscious of their responsibility to move toward the fulfillment of the "Educational Goals for Massachusetts." How well the Department met this obligation during the past year under Deputy Commissioner Curtin while serving in an interim capacity as commissioner, and in my first five months in this office, is amply and adequately described in the pages that follow.

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Commissioner of Education



racially balancing a substantial number of Boston public schools, and the pursuit of comparable efforts applicable to racial imbalance in five Springfield public schools which culminated in a series of public hearings held in that city in the summer to effect a court-ordered short-term plan for balancing the pertinent schools. Peter Roth, Esq., served as Hearing Examiner for the Board in this situation.

The initial strategic plan for February - June of 1973 embraced two other important tasks related to the improvement of fiscal management and control, and accountability for equitable financing of education. They were: (1) a greatly expanded budget review process which was applied in the further refinement of the Fiscal Year 1975 Budget, and (2) the institution of a new study of alternative approaches to state aid as a second major responsibility of the Office of Executive Planning.

The task accorded the highest priority in the February - June strategic plan was the development of a comprehensive operational plan for Fiscal Year 1974. This aim was achieved with the submission to the Board on June 19 of "A Plan to Direct Resources in Fiscal Year 1972." The concluding section of this strategic plan indicates that:

1. Two program areas have been identified for emphasis in FY '74 -
  - . Occupational Competency, with special attention on non college-bound students in comprehensive high schools



## PHYSICAL AND EMOTIONAL WELL-BEING

Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

Hunger, personal discomfort, or mental uneasiness are not conducive to learning. It has become a primary responsibility of education to overcome these deterrents to learning before attempting to get on with the educational process. Providing adequate space, offering nutritional meals, identifying the personal problems that make learning difficult and then helping to solve those problems--all fall under the goal of "physical and emotional well-being." With these goals in mind, the Department urged the implementation of its Comprehensive Health Education Curriculum Guide.

Planting and harvesting of crops in Massachusetts as well as elsewhere in the country brings a population of migrant workers into local communities. Many of these people are from different cultures and ways of living and the federal government has initiated a program to attend to the special needs of their children. The Migrant Education program for Massachusetts is administered by Title I staff. Its purpose is to prepare these children for formal education here or in whatever state their parents may work during the school year. The program includes medical and dental examinations with follow-up, an extensive nutritional provision, and individualized and group instruction in language and other academic areas. About 1600 children were served by this program in







1973 with a large percentage of them centering in the Springfield-Holyoke area.

Adequate facilities to house all children and young people in kindergarten through high school is a first priority in working toward this goal. During 1972-73, 90 school construction projects were approved representing over \$380 million in construction costs, more than half of which will be returned to the cities and towns in state aid. In each case the plans for construction were reviewed to make certain that among other desirable provisions, adequate facilities were available for preparation and distribution of hot lunches for students.

By the end of June 1973, only 11 school districts comprising 47 schools remained to be reached before all public school children have the opportunity to participate in the school lunch program. In addition, breakfast programs operate in 204 schools, an increase of almost 250 percent or more of their pupils categorized as "needy."

Nutrition education at all levels of elementary and secondary education is designed to promote positive lifelong attitudes on physical and mental health. The Bureau of Nutrition Education served as consultant in the development of a TV series, "Food for Youth," and supervised the 10-week educational course on television which had over 2000 registrants.



The importance of diagnosing and treating physical and learning disabilities in order to help children achieve a successful school experience was emphasized during a Learning Fair held in 1973. Both medical and classroom prescriptive measures for these children were explained through case studies and photographic presentations. Exhibits of the academic, cultural, psychological and health services provided by Title I projects throughout Massachusetts completed the program.

To a large extent the emotional well-being of students is dependent on their satisfaction with the educational system and their self-identity within the educational process. The Bureau of Equal Educational Opportunity has been working to bring about changes in school systems to assure the future well-being of students currently being discriminated against: non-white students through racial balance, linguistic minorities through expanded bilingual programs, and female students through implementation of Chapter 622 (the state's equal rights legislation). Additionally the Bureau administers programs through which nearly 6000 students are transferred to schools where they and their parents feel they will have greater opportunity.

The Special Education Act of 1972 (Chapter 766 of the General Laws of Massachusetts) provides for a flexible and uniform system of special education opportunities for all children requiring it. (A further description of this legislation appears in the final section of this report.) The



Bureau of Media Services together with the Lexington public schools and WGBH has produced a film training program which will provide classroom teachers with skills to make them effective in working with children with learning disabilities as this Act is implemented across the state.

Meanwhile there are many special education projects initiated before passage of Chapter 766, highlights of which follow.

The Division of Special Education together with local coordinators of Special Education have been working continuously throughout this year to accomplish a smooth transition from entirely separate special education to integration of certain handicapped children into regular classroom situations.. Through presentations at teachers' conventions, school in-service training programs, and community group meetings, the staff has explained the process of evaluation through which the decision as to whether a child should be placed in a regular classroom is reached. Where local school systems, parents, or other agencies have questions about the placement procedure, or where there is any grievance as to the quality of evaluation or placement, a series of steps has been instituted to insure that misunderstandings are ironed out at the local level or, if that fails, through a Regional Review Panel. .







There are now 400 public school programs for emotionally disturbed children in the Commonwealth, an increase of 50 over 1972. Special education was also provided for over 2200 emotionally disturbed children in private day and residential facilities. Two new facilities--one for severely disturbed adolescents and one for short-term crisis situations--were approved by the Division.

Together with the Massachusetts Department of Mental Health, the Division of Special Education reviewed 17 proposals for community "mini" schools. Programs for these schools are developed by local mental health clinics and associations in conjunction with local public schools and other community agencies.

A special secondary education project was initiated in 1973 when a grant was awarded to the Educational Collaborative for Greater Boston (EDCO) to research and design a secondary program for deaf children. A demographic study located all deaf individuals in Massachusetts who were between infancy and 21 years of age and indicated that Framingham and Newton were the two areas that would be most accessible to the largest numbers of high school students. A vocational-technical program was placed in the Keefe Regional Vocational School in Framingham; and



Newton North High School will host an academic program for academically talented and college-bound students.

The regional approach to solving local problems was effective during 1973 in providing supplementary help to a cluster of legally blind and partially-sighted children enrolled in the public schools of Andover, North Andover, Middleton, Danvers, Topsfield and Boxford. Although the children were being taught in regular classrooms, it was determined that additional help would enhance their educational experience. As a consequence of regional planning, federal funding was secured and a qualified teacher was obtained. This special educator now spends some time in each community helping both teachers and children with communication skills and the use of special materials and equipment. Assistance may also be offered to help the child with social and recreational development problems. Programs such as this are now available in over 80 cities and towns in the Commonwealth, serving well over 600 blind and partially-sighted children as they pursue their education with their sighted peers.

The effective use of libraries to provide the information that will help combat drug use has been a major part of the Bureau of Library Extension this year. A proposed Master Plan



for Drug Prevention/Education calls for the use of libraries and resource centers for storage and distribution of drug abuse prevention materials. Working toward this goal, the Bureau of Library Extension has increased its evaluation of drug education materials to insure quality and accuracy and reports that a substantial part of the 25 percent increase in circulation this year was due to requests for these materials.

"Inside/Out," an award-winning National Instructional Television series on health and well-being for third and fourth graders was tested in selected Massachusetts classrooms during the past year. Each of the 30 15-minute programs deals with a particular emotion or everyday experience in the life of eight to ten year olds such as responsibility, prejudice, getting even, competition, bullying, and so forth. The full program will be part of the 21" Classroom presentation on Channel Two in the fall of 1973.

Physical and emotional well-being are needs that do not stop with the end of formal education. Believing that "every effort should be made to help each learner develop a feeling of security in and responsibility for the groups of which he is a member," the Bureau of Adult Education offered a variety of courses in support of this goal. Topics included "School, Family, Community Interaction," "Psychology for Everyday Living," "Physiology and Hygiene." Correspondence courses in "Modern Health," "The Facts of Death," "Black History: Protest and Achievement" were also offered.





## BASIC COMMUNICATION SKILLS

Education should develop in each learner the basic skills needed for communication, perception, evaluation and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills.

Every year thousands of children enter the Massachusetts public schools expecting to learn how to read, write, add, and subtract; and every year thousands graduate from high schools with these and other skills plus a vast store of general knowledge that is designed to help them become effective adults. However, as need for help with non-English-speaking students increases, as new educational ideas, programs, and tools proliferate, and as an adult population requiring basic educational skills grows, the leadership role of the Department of Education in supporting local school systems becomes increasingly important.

Recognizing the need to develop basic communication skills for all pupils, the Division of Research, Planning, and Evaluation conducted a study in which more than 7000 teachers participated. The result was a classification of 34 points of mastery in reading and 109 in mathematics together with an indication of the successive stages of elementary or secondary education at which these points should be achieved. The data is expected to be used in curriculum planning and pupil evaluation in the future.

During 1972-73, with funds from the United States Office of Education, personnel from the five New England state



departments of education developed the New England Consortium Right to Read program which is designed to provide school districts with the leadership and skills necessary to effect improvement in local reading instruction and curriculum. The program has been requested by 12 school districts in Massachusetts this year.

All Regional Education Centers offered new programs in collaboration with the "21-Inch Classroom" on several aspects of communication. In addition, a staff member in each center was trained and provided with equipment and materials to offer workshops for elementary teachers in reading and language arts. Approximately 100 such workshops were offered in the regions, including a series featuring "The Electric Company."

To insure equal educational opportunity to every child, it has become necessary to provide programs in transitional bilingual education to children with limited grasp of English. During 1973, 33 cities and towns had programs in languages and cultures including Spanish, Chinese, French, Greek, Italian, and Portugese. The Regional Education Centers offered a series of bilingual education workshops to assist local school systems in implementing these programs. While there is still some latent political, sociological, and philosophical opposition to bilingual-bicultural education, commitment and full support for the program existed in many areas while others strove toward more adequate provision for children with limited English speaking ability.



The Bureau of Media Services produced 26 Spanish half hour television programs in cooperation with WBZ-TV. The shows, produced in the Spanish native tongue were inspired by the Bilingual Education Act and include Latin culture, consumer education, music, and history segments. Some 15 videocassettes and a teacher's curriculum for elementary school children are being placed in local school systems upon request.

The Bureau has produced QUE PASA, a teaching English series to accompany NOSOTROS, and is now producing multicultural programs with the Fall River and Holyoke public schools using Portuguese and Spanish respectively.

The need for communication skills was never more obvious than in the job placement area. While trade skills are important, ability to understand directions, read instructions and/or do simple arithmetic are a basic essential to acquiring employment. The Bureau of Post Secondary Technical Education offered twelve basic education programs intended to provide applicants for vocational education with a command of English required for the occupation to which they aspire. Non-English speaking adults are taught English to the level at which they can obtain a job and survive in a work-related environment. About 370 persons, primarily representing minority groups, underprivileged, unemployed, underemployed, and others requiring salable skills for employment, availed themselves of this opportunity.







Over 7000 adults participated in Adult Basic Education programs during 1973, more than half of whom were between 16 and 24 years of age. An unusual variety of approaches were initiated during the year. Included was a program for deaf adults and for those with hearing disabilities, held in cooperation with the Boston University School of Education, the Horace Mann Special Project, and the Speech and Hearing Foundation of Boston. A full-time learning center was established where students can avail themselves of a programmed self-instruction system. It is designed to permit each student to select the time and to work at his own rate of speed. A radio and TV series based on the "talk show" format was produced. A taped program presented number facts, math puzzles, and word problems which engaged students' attention in preparation for further work. A problem-solving approach and one involving consumer education were initiated. Courses were provided anywhere in the state when the need was demonstrated. Classes were provided at a Day Care Center where young mothers leave their children while they study. Correspondence courses reached an additional 911 adults. As a result of both types of adult programs, about 300 students took the state GED tests and received High School Equivalency Certificates and a significant number of people upgraded their employment status.

This was the first year of the Computer-Assisted Instruction program for Massachusetts prisoners. Over 100 inmates have been taking individualized instruction in reading,



language arts, and mathematics. In the regular prison programs, inmates have qualified as instructor/aides and have been assisting the regular faculty, allowing tutoring in the various units and thus making education more accessible through the creation of a more informal learning environment.

Adult Basic Education in Jail -- It started with a library. A good public library strives to serve every segment of its community, but it took the combined efforts of the Massachusetts Bureau of Library Extension, the director of the Springfield City Library, and the Hampden County Sheriff, supported by federal funds authorized from Title I of the Library Services and Construction Act to establish a library and implement an outreach program for the inmates of the Hampden County Jail.

Once the project was approved and funding arranged, the inmates got to work and with the help of the local labor unions renovated an old kitchen. Work included pouring a concrete floor, painting, paneling, hanging a new ceiling and installing new wiring. Carpeting, books, furnishings, and audio visual equipment completed the new facility which has become the focal point for the jail's education program. The new library became a center for courses leading to a high school equivalency certificate. Classes are held two nights a week and are taught by teachers from the Springfield public schools. On another evening a teacher from the Springfield Technical Community College conducts a science class. A film program conducted by the jail's education officer



has been scheduled for the library as well.

The initial grant provided a solid beginning. It will take continuing support from the city, the county and the state to maintain and improve this and similar facilities.

Communication skills have played an important role in the various curricula of the Department's Experimental School System. As a study of the origins of language one group of students undertook a project designed to arrive at names for different objects and ideas as was done by early man. Other projects included extensive use of video and film and their impact on political and social issues. Recorded interviews with political candidates and office holders made it possible for students to better understand the impact of the media and to better distinguish between fact and opinion.





## EFFECTIVE USES OF KNOWLEDGE

Education should provide for each learner access to man's cultural heritage, stimulate intellectual curiosity and promote intellectual development.

How do teachers provide classroom experiences that will stimulate the intellectual and emotional development of the students? The Department of Education's Second Annual Conference on the Humanities held at Hyannis in October 1972 provided some answers to this question for some 500 educators who participated in seminars and workshops exploring "imaginative designs and alternate strategies" for integrating the humanities and arts into the total curriculum. Participants in one session joined actress-dancer Floren Harper in choreographing a short story, and a Japanese Haiku with their own free verse; in another, puppeteer Richard Robbins explained how marionettes can be used to help students overcome their inhibitions and achieve release and self-expression. Performers from the Boston Center for the Arts, the Ethnic Arts Dance Company, and the Elma Lewis School of Fine Arts contributed to the conference.

The success of a learning process can be determined by an individual's ability to apply and use to the utmost what he has learned. "Tracking" systems in schools have to a great degree determined the opportunities a student might have to develop and expand. Efforts have been made by the Bureau of Equal Educational Opportunity to investigate tracking methods to discover whom they discriminate against, at what point in



a student's career tracking begins and any alternatives to the system. A hearing held in the fall of 1972 in New Bedford concerning racial balance in that city dealt specifically with the problems of tracking and New Bedford's successful efforts towards its elimination. The influence of legislation calling for equal rights for women is pertinent here because its purpose is to open to all students areas of study which have been limited to persons of one sex. The programs administered and fostered by the Bureau are intended to give students an opportunity to learn and grow in a situation which enables them to know what it is like to live in a multi-racial, multi-ethnic society.

Generating, selecting, monitoring, and evaluating proposals for the improvement of science programs in the public schools is a continuing responsibility of the Division of Curriculum and Instruction. New programs designed to increase interest in science, to encourage innovation and to develop desirable skills are constantly being sought. In addition, one of the Division's staff is working with the Massachusetts Advisory Council (MACE) to study the effectiveness of programs created by the National Science Foundation and to develop guidelines and teams of successful science educators to assist in the introduction of these programs into elementary schools. Another staff member provides liaison with associations of scientists, science educators, and other scientific institutions and serves as a consultant to local school science educators. During the past year the Division of Research,





Planning, and Evaluation has provided assistance to several school systems concerned with evaluation of pupil performance in science.

Programs have been developed by the Bureau of Nutrition Education which involve students in the historical development of the science of nutrition, relating it to the present and future needs of world populations. Food as a casual factor in war and societal change is included in courses relating to man's heritage.

Adult education classes and correspondence courses offering over 300 subjects, ranging from art to world history, continue to provide out-of-school populations with opportunities to increase their awareness of their heritage and to foster their intellectual development.



## CAPACITY AND DESIRE FOR LIFELONG LEARNING

Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

MAX-ED programs were specifically designed to fulfill this educational goal. Now offered in more than 60 high schools in the Commonwealth, MAX-ED provides expanded educational opportunities in school or at off-campus locations usually during specific blocks of school time or in an "open campus" situation. Giving students an opportunity for self-direction and for planning their own time, MAX-ED options vary according to the school system but can include training for and participation in volunteer work, tutoring (or being tutored), investigating career possibilities with local business and professional people, and discovering hobbies, from fly-casting to cake decorating, and taking courses in such subjects as Boston politics, an introduction to the stock market, radio and television operation, computer programming, beginning Greek, the role of minorities in America, and archeology.

In Boston a flexible campus program involved 11 high schools and has attracted participants from the suburbs as well. By securing the cooperation of the Boston Chamber of Commerce, the steering committee for the flexible campus program has expanded the course offerings to include mini-courses and work experiences in a wide variety of businesses in the city. At Boston Edison, for example, 18 students get into a role playing situation in a mini-course entitled "The



Energy Environment Game" and learn first hand about the ways of dealing with the energy crisis. Other companies offer student work internships in computer, accounting, public relations, insurance, construction etc. In addition, students learn through working in a variety of government, social service, cultural, and media agencies. One young man, after attempting to tutor an elementary student, realized "how hard teaching really is." A spokesman for the Chamber, in evaluating the program, says that it "has provided a connecting link and greater understanding between the needs of the business community and the Boston Schools."

In Concord-Carlisle, the Curriculum Extension Program included three opportunities for students to explore their own feelings and to examine interpersonal relationships. One seminar was designed for students involved in peer group counseling or any work with people such as the Community Services Volunteer Program. Discussions covered ways of establishing a helping relationship, understanding one's self and others, learning to hear and respond to ideas and feelings of others. In another, students learned to observe, analyze, and understand their behavior and that of others in everyday situations.

In Swampscott students worked with young children and the elderly, with the academically talented and the physically and mentally handicapped; they also worked in nursing homes, doctors' offices, veterinary offices, biology laboratories, radio stations, schools, and community agencies on a volunteer





basis. This feature of the Open Campus approach, more than any other, "has served to bring together the school and community in ways never before thought possible."

The Regional Education Centers have developed an evaluation process which will be used by students and community participants in MAX-ED programs to measure the extent to which they provide experiences that heighten students' appreciation for learning as a lifelong activity.

The Adult Education programs covered in the first two sections of this report offer opportunities for further education for all adults who desire it. Since 1915 these programs have provided citizenship training, basic education, high school diploma courses, and subjects of current interest, reaching more adults than any other educational agency in the Commonwealth.

About 45,000 adults are being reached by the Evening Practical Arts program of the Division of Occupational Education which offers subjects basic to homemaking and consumer interests. A full-time supervisor was appointed in 1973 to improve and expand programs now in operation throughout the state. By providing technical assistance to local administrators, the state is providing residents with quality programs which will encourage creativity and self-expression.



## CITIZENSHIP IN A DEMOCRATIC SOCIETY

Education should provide each learner with a knowledge and understanding of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others

Perhaps the most valuable aspect of the American system of public education is the opportunity it affords for citizen participation. At its most fundamental this means the concern of parents for the welfare of their children in their own local schools. Encouraging parents to translate this into a broader involvement in the decision-making process is an intrinsic part of the educational system partly because such participation is a self-perpetuating mechanism. Children who can identify with active and effective parents will develop a sense that they too can influence a system with widespread ramifications.

The Bureau of Equal Educational Opportunity was particularly involved in enabling parents to make determinations on what happens to their children in the schools. A conference in Holyoke brought together Model Cities and Title I administrators to discuss parent involvement. Bureau staff conducted parent training programs and two worked throughout the year to increase the effective role of black parents. METCO parent participation increased and included discussions of alternate suggestions to and modifications of the state's racial balance plan.





From local school committees to the State Board of Education lay volunteers form the educational policy of the Commonwealth. In addition, during 1973, Adult and Student Advisory Councils were organized to serve the Regional Education Centers and assist the Department of Education in assessing regional needs. Members of the Student Advisory Councils were elected by their peers and each local Council sent a representative to the State Advisory Council. The chairman of this body served as a voting member of the State Board of Education during 1972-73, performing responsibly and creatively during his term of office.

The Student Service Center operating within the Bureau of Student Services is unique to Massachusetts. Designed to give students an opportunity to participate in matters pertaining to education, the Center has operated largely on a volunteer basis during 1972-73 with a skeleton staff of students during the school week and a full-time staff working throughout the summer. In addition to participating in the organization of such special events as Massachusetts Heritage Day, Student Government and Student Government Exchange Days, the students maintain a "hot line" supplying information to other students who may want to know about further educational opportunities, how the schools are run, and what other school systems do about specific problems. Now funded by a special grant, the Center will hope to improve its services to individual students and to the local and state student advisory councils as well.



A statewide task force of interested persons has been assembled to review programs which contribute to effective preparation for the duties of American citizenship. Among the objectives of this group are a review of existing programs and a revitalization of Chapter 69, Section 10A of the General Laws (Advancement of Education for American Citizenship) which assumes new importance with the lowering of the voting age. This group will also develop guidelines and models for new programs which will provide training and experience toward effective citizenship through student involvement in the education process.

In each region a Citizenship Task Force has been working on new programs in citizen education. In addition, groups from the various towns and cities in each region were brought together to discuss area needs and problems, needed legislation and reforms. These meetings were often held at night or on a Saturday to afford wide participation.

An outgrowth of citizen activity in the Central Massachusetts Regional Center, a Citizens' Resource Center was established in Worcester as a locus for all individuals and citizen groups interested in the schools. Accomplished with the assistance of local business, citizen groups, education associations and others, its goal is to assist people in learning how to get involved with their school systems.



Man is a consumer first and a citizen second, so all education should aid in preparing young people to be intelligent consumers of everything from air to time. This year a consumer education project at Newburyport culminated in a draft of a curriculum guide (K-12) which takes consumer education into the kindergarten and, through a spiralling network of experiences, continues it through the last year in high school. While the management of money is one part of the consumer curriculum, more important sections deal with the use of such things as air, water, food, time, space, and human resources. A basic premise of the Newburyport project is that all concerned in consumerism should contribute to the development and evaluation of the curriculum.





## RESPECT FOR THE COMMUNITY OF MAN

Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and the dignity of the individual.

Implicit in the Commonwealth's endeavor to provide equal educational opportunity for all its citizens is "respect for the community of man". The often controversial activities of the Bureau of Equal Educational Opportunity grow out of the difficulty of translating this goal. Racial balance, METCO, bilingual-bicultural education, minority, and women's studies all aim for a harmonious and mutually beneficial mesh of what is "different."

"Working Together" toward mutual understanding of man's relationship to his fellow man was the theme of the First Annual Massachusetts Bilingual-Bicultural Conference held in the fall of 1972. Co-sponsors were the Bureau of Transitional Bilingual Education and the Massachusetts Association of Teachers to Speakers of Other Languages. The principal speakers, workshops, and seminars dealt with the theoretical and practical implications of new legislation mandating bilingual-bicultural programs where concentrations of ethnically and linguistically different populations exist.

Nearly every child in the Lamartine Street School in Worcester is a child or grandchild of Greek immigrants. Here some of them observe Greek Independence Day with a special program.



Through a mini-grant from Title II funds administered by the Bureau of Library Extension, the school now has a large collection of literature and social studies materials published in Greek and English which define and explore the continuing contribution of Greece to Western society.

In New Bedford work proceeded on a Title II project which is developing methods for Portugese-American Cultural Training. The goal of the project is to develop a bilingual-bicultural curriculum that will permit teenage immigrants to obtain an education at a level commensurate with their age and ability. A comparative study of the New Bedford Junior High curriculum with the preparation offered to students educated in Portugal is being completed and programs are being developed to bridge the differences. When the program is fully operational, it is expected that it will help students become proficient in English while retaining their own language and culture; give them self-confidence so that they can eventually integrate into regular public school classes with a minimum of problems; motivate them to remain in school long enough to attain their occupational expectations; and ensure that they complete their education successfully at a reasonable and acceptable age. The project's contribution to education should be of national significance.

Planning to plan, as the proposal states, is a vague enterprise at best, but during the past year representatives of 17 school districts, together with cultural and other interested





agencies, worked with staff of the Department of Education and its Boston Regional Center to plan for a Boston Metropolitan Planning Project (METRO). With some optimism, based on two premises -- (1) that the boundaries between the core city and the suburbs are less real today than they were a few years ago and (2) that the Racial Imbalance Act has survived despite all manner of attack indicating a continued public commitment to the theory of integrated education if not to some methods of accomplishing it -- the proponents of METRO sought federal funds to establish a base for cooperative efforts to encourage and plan for a reeducation of minority student isolation in the Greater Boston metropolitan area by voluntary means. METRO emphasizes that it is not working toward either forced integration or the development of a metropolitan school district. Rather it looks to the establishment of educationally attractive and stimulating programs in as many communities of the metropolitan area as possible, offering such quality of education that parents will avail themselves of the opportunity to enroll their children whether transportation is involved or not. Funding for the project was authorized as a result of the Emergency School Act in June of 1973. METRO now has 10 years in which to accomplish its objectives:

One too often ignored segment of the community of man is the child isolated in an institutional situation. In 1973, through a mini grant from the Bureau of Library Extension, the Walter E. Fernald State School opened the Joseph Murphy Memorial



Library. For the first time in the school's history a large collection of children's materials has been gathered and organized for use by the patients.

Respect for the community of woman was also a subject for discussion in 1973. A conference on "Sexism: a case for change in the public schools" was held in March at Boston State College under the auspices of the Boston Teachers' Union and the National Education Association. Speakers and workshop participants addressed themselves to such topics as "Varieties of Denial", "Use of Legislation to Combat Sex Discrimination", "Evaluation of Curriculum and Textbooks", "Effectiveness of Guidance Programs", "Behavior Patterns of Teachers and Administrators". Several schools adopted new courses examining women's role. At Chicopee High School for instance, Title II funds provided materials for a new course entitled "Women's World in a Changing Society."

Basic to this goal is, of course, the integration of school districts in compliance with the Racial Imbalance Law, School construction proposals for Boston, New Bedford, and Springfield were supported by the School Facilities Division in cooperation with the Racial Imbalance Task Force and the Bureau of Equal Educational Opportunity. Specific action on racial balance plans this year (embodied in the reports of the Chairman and Commissioner) hopefully will result in the enhancement of quality integrated education in Boston and Springfield and ultimately contribute substantially to intergroup understanding and goodwill in the decades ahead.



## OCCUPATIONAL COMPETENCE

Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions.

The philosophy of the Division of Occupational Education states that "All citizens are entitled to an educational system which, while facilitating their emotional and societal development as integrated human beings, provides them with salable skills, knowledge, understandings, and attitudes relevant to an ever-changing market and commensurable with their potentialities." The Fiscal Year 1973 State Plan for Vocational Education contains goals and objectives for the Commonwealth as well as criteria and procedures by which the Division grants approval for projects. Plans include continuing development of the network of regional vocational schools and expansion of technical industries; the development of links between schools, communities and industries to facilitate the student's transition from school to employment; the encouragement of laboratories in the general high schools where students may explore basic occupational skills; the promotion of the need for and understanding of "career development" through courses of instruction at teacher training institutes and through in-service presentations on a secondary and post-secondary level; the expansion of occupational education opportunities for disadvantaged and handicapped persons.





During 1973, four regional vocational schools were completed: Whittier Regional (potential enrollment 1500), Assabet Valley Regional (1500), South Middlesex Regional (1000), and Pathfinder Regional (403). In addition, expansion occurred in these facilities: Greater Lawrence Regional (615), Southeastern Regional (300), Blackstone Valley Regional (700), Newton Technical High (450), Milford Comprehensive High (500), and Attleboro Technical Vocational (600). Total vocational enrollment in schools throughout the Commonwealth numbered in excess of 176,000 during 1973.

Programs at the vocational schools include auto mechanics, data processing, graphic arts, media technology, culinary arts and food service, horticulture, distributive education, health services, and many more. In addition, many schools are offering opportunities by which the general curriculum student can benefit from the vocational facilities in his community to explore possible career options. For example, Shawsheen Regional Vocational-Technical High School has set up a late afternoon program for approximately 200 general high school students. Now, in addition to the academic offerings available at their home schools, these students have access to vocational shops after Shawsheen day students have vacated them. An evening program at the same school gives young adults an "adventure in exploration." -- 150 hours in four different skill areas with testing and counseling for those wishing to find or upgrade their em-



ployment. Special programs for short-term training are given in most schools. Both Brighton and Greater Lawrence Regional are cases in point, offering classes in distributive education for disadvantaged and middle income high school students which combine classroom work with on-the-job training. Both schools report a high percentage of course completion with a near 100 per cent placement of those completing. In the Old Rochester Regional School District, the "Red Bus" program involves not only industrial arts but college preparatory and students with learning disabilities as well. The bus, equipped with the necessary tools and staffed by students, is in demand for renovating and building projects in the schools, in town buildings and on projects for low income families.

In addition to the long-term approach of the vocational schools, the Division offers occupational education through the Manpower Development Training Act and special classes for young people wishing to qualify for apprentice training programs.

Four trailers equal four classrooms, fully equipped, fully staffed, and on the road in 1973. Project MODEL (Mobile Occupational Development Education Laboratories) was designed to help develop programs in institutions and agencies that serve the handicapped and disadvantaged. During the five months the trailer-classrooms were on the road in 1973 they presented programs at 17 agencies representing handicapped, disadvantaged, and correctional populations. Together with vocational evalua-





tion and reading diagnosis, instruction and simulated work experiences were offered in such areas as automotive tune-up and small engine repair, typewriting and office machines skills, hotel/motel front desk service, supermarket cashier-checker, and retail sales (distributive education), depending on the needs identified in the participating community. Certificates were awarded and job placement was offered to those successfully completing the program. An evaluation of its effect on the students is a continuing part of the project.

There are three programs involving computerized data that are of primary importance in upgrading occupational education in the Commonwealth:

A computerized data bank dealing with marketable skills, identification of skills and knowledge required to qualify for a wide and increasing variety of occupations, information on new and emerging occupations together with programs for the development of competence in these fields, guidance for effective career decision-making--in short, a dynamic process designed to insure educational relevance is Project CAREER now in its second year in the Division of Occupational Education.

Project CAREER is amassing computerized behavioral objective information to aid program development and career guidance for all Massachusetts citizens from kindergarten on; it is pilot testing units of in-



struction at three secondary schools (Milford, Springfield, Blue Hills) which should bring students to a level of performance that business and industry have determined is valid for occupational competence. In perhaps its most dramatic effort, Project CAREER is analyzing numerous occupations for specific skill and knowledge components applicable to the handicapped person, hopefully increasing the range of occupational opportunities for which handicapped people can qualify.

Project MISOE, a rational management system which should play a critical role in allocation and accountability in occupational education in Massachusetts is coming off the drawing board. Of particular value should be a compilation of data on programs of occupational education. These include salient features relevant to cost impact, cost benefit and the establishment of a relationship between student characteristic, the education process, resulting occupational capabilities in terms of completion rate, and placement over a defined period of time. This information should provide the educational manager with a series of alternatives from which he can chart an accurate direction and proportional distribution of education dollars. It should also have far reaching positive effects on our political and economic systems as well.



CEDIS (Career Education Document Information Service) provides educators with a wide range of resource information such as an index of available documents, monthly alerts on new materials and instruction in the use of CEDIS.

Project SPACE, the Education Collaborative for Greater Boston's experimental program in career education, offered 50 drop-outs or potential drop-outs a valid career experience in conjunction with comprehensive remedial and skill education. With the cooperation of Liberty Mutual Insurance Company, the U. S. Department of Transportation in Cambridge, and Honeywell, Inc. in Brighton and Lexington, project SPACE improved the student's awareness of the world of work and the career options available to them. As a result, 23 graduated from high school, half of whom decided to go on for further education. The other half are employed full-time, most of them at the companies involved in the project. Plans were completed in 1973 to expand the project and additional companies have agreed to participate, including the Star Markets in Boston and Cambridge, the Children's Hospital and the State Street Bank in Quincy.

Programs for the handicapped, of particular interest this year, included a vocational training program for moderately retarded individuals over 16 years of age at the South Middlesex Regional Vocational School and an exploratory program for special needs students at Nashoba Valley Technical High School





offering trade and academic experiences in association with regular Nashoba students. An evaluation program was conducted by the Waltham Public Schools for children at the Gaebler School of Metropolitan State Hospital. A program in biomedical instrumentation technology at the Springfield Technical Community College provided 25 multi-handicapped adults with skills in installing, repairing, maintenance and replacement of biomedical and regular medical electronic equipment. Project Turnabout for ex-drug-addicts in metropolitan Boston provided intensive therapy, pre-vocational counseling, vocational training and rehabilitation.

Under the sponsorship of the Division of Occupational Education, several courses for teachers of occupational education were revised during 1973. At Fitchburg State College, there was a complete renovation of the program which trains prospective directors and supervisors of occupational education; new programs leading to certification for teachers of industrial arts were instituted; undergraduate and graduate courses enabling candidates to qualify for certification or to improve their professional capabilities were revamped. The Massachusetts Association of Vocational Administrators offered a professional improvement workshop and Tufts offered two methods courses for those responsible for the instruction of the disadvantaged and the handicapped.



Research was funded in the areas of methods and materials for teaching disadvantaged and handicapped children and junior high programs aimed at offering occupational options to boys and girls who might not seek higher education, who are handicapped, or who need to be helped to see a relationship between school instruction and success in the labor market after graduation.





## UNDERSTANDING OF THE ENVIRONMENT

Education should provide each learner with knowledge and understanding of the social, physical and biological worlds and the balance between man and his environment and should develop attitudes and behavior leading to intelligent use of the environment.

The two major projects of the environmental education section of the Bureau of Curriculum services in 1973 were the development of an assessment of environmental education in Massachusetts for the Governor and the presentation of a series of workshops on environmental education for teachers throughout the Commonwealth. The latter introduced "The Earth Kit" which was recently developed by a 9 state consortium of environmental education experts.

The Bureau also worked with the Regional Education Centers in coordinating and participating in environment and ecology programs in cooperation with such agencies and groups as the U. S. Department of the Interior, the National Science Foundation, the Departments of Agriculture and Natural Resources, County Pollution Commissions, the Environmental Protection Agency and college, community and student groups. The Pittsfield Regional Center was active in establishing the Berkshire County Environmental Consortium, a coalition of schools, colleges, businesses and other organizations seeking to promote better understanding of and respect for the environment.

"This has been more than a learning experience, it has been a living experience," says a parent after a week in the



Maine woods with a group of fourth graders taking part in an "outdoor education" program. It is in reaching for an "understanding of the environment" that teachers, pupils and parents in increasing numbers are opening new vistas in relevant education. Hamilton-Wenham's Project Adventure is a case in point. Combining in-school and extra-curricular activities, the project has several goals among which are enhancing the sense of personal competence of the participants, increasing recognition that the verbal abstractions of the classroom relate to the world outside and developing a sense of the obligation and satisfaction involved in service to others. From a recycling program for the entire community to a three-week wilderness trip for hardier students, Project Adventure has had a visible effect on a majority of the students involved, increasing the self-confidence and physical competence of participants while it teaches an understanding of nature and the need for ecological balance.

ECOS (Environmental Center for Our Schools) brings environmental education into the city. By using a park for a variety of programs for fourth, fifth, and sixth grade pupils, Springfield has given an invaluable outdoor experience to 7000 children from the city's public and parochial schools. In addition, 300 classroom teachers have received training in carrying out environmental education projects and more than 800 parents have joined their children in learning about survival and man's responsibility to his environment.



Environmental education in the state will benefit from a Title I project in environmental studies developed by the Regional Administrator of the Eastern Regional Public Library System, the Curator of Science at the Boston Public Library, and the Bureau of Library Extension's Project Director for the Library Services and Construction Act. As a result of this project the Boston Public Library has been designated as the Library of Last Recourse, recognizing it as a major research library for environmental information. Not only will the library perform its usual function of making available materials for the casual reader, but, in the future, it is charged with providing research information for the concerned layman who wishes to study environmental problems in depth (usually in connection with a community action group), including such subjects as soil erosion, air and water pollution and methods of testing. It is also available to the professional scientist or engineer who may be engaged in research on environmental problems or who may be concerned because his company is causing pollution.





## INDIVIDUAL VALUES AND ATTITUDES

Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral and ethical values and attitudes.

Positive efforts to effect this goal occurred through a variety of projects, workshops, seminars and courses involving both faculty and students, many of which have been reported under other goals. The MAX-ED programs in over 60 high schools were designed to open up non-classroom opportunities for students through which they might explore their own values and attitudes. The METRO project has as a primary goal an improvement in the values and attitudes of the people of Boston and surrounding towns, particularly as they affect the education of their children.

In Mattapan a project aimed at the residents of the community, the staff and students of the schools addressed itself to three needs: (1) the promotion of racial harmony in racially mixed neighborhoods and schools; (2) the improvement of the student's self image, particularly in schools with large black populations; (3) the expansion of community involvement in the schools. During its first year, project workers established a foundation for ongoing communication and understanding among people of different racial and ethnic backgrounds. Through sensitivity training, the development of a multi-ethnic resource center where students could get a positive picture of their own heritage as well as that of others, and the establishment of the



Mattapan Elementary Parent-Teacher Advisory Council, positive results were obtained. Statistical testing indicated that significant changes in attitude occurred among many who were involved.

Many teacher and administrator training sessions were held during 1973 aimed at helping educators develop a greater understanding and respect for the student. Seminars and workshops in guidance, pupil services, drug education, special needs, open education, learning alternatives, climates for learning, and methods of teaching were all attempts to educate school personnel to new and different points of view. In one Regional Center alone over 4,000 teachers, administrators, and laymen took part in such programs.

A research-demonstration project aimed at helping students and faculty improve their concepts of themselves, their awareness of their own and other's feelings, their communication skills and their capacity to function effectively as a group originated in Danvers and expanded, through the assistance of the Regional Education Center, to include the Masconomet Regional School District and Quincy. The project involved 30 teachers and 200 students during its first year and resulted in positive reactions from both groups. Teachers reported increased enjoyment of teaching, greater sensitivity to children, a more open attitude, and a tendency toward more student-directed activities.





Recognizing that influencing the values and attitudes of young people before the fact is the most effective way of combating the drug problem, the Drug Abuse Program broadened its emphasis during 1973 to include discussions with groups of students about the kind of life they wanted and the problems that might make them look to drugs as an escape. Flying task forces were sent out when needed at the request of local or regional advisory groups.



## CREATIVE INTERESTS AND TALENTS

Education should provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents and to express values and feelings through various media.

A new approach to intergroup relations has been developed by project AFIRE (Arts for Intergroup Relations Education), taking it out of the social studies curriculum and into the arts, particularly in grades K-8. The AFIRE program deals with five issues of particular concern to children; prejudice, groups, emotions, conflict, and people-change and uses the arts as the vehicles for reacting to these issues, handling materials and techniques in response to one's own thoughts and feelings. Because each creation is uniquely the child's own, the curriculum teaches respect for the individual worth of each child as he shares and communicates his thoughts in a tangible way. Projects have included an animated film with a coordinated sound track by a second grade class, a genealogical class mural by a fifth grade, and a series of photographic essays on feelings by a group of first graders. Initiated by the Lincoln Filene Center at Tufts University, where groups of teachers are trained in AFIRE techniques, the project is now being used in 11 school districts.

After a specialist in the arts was assigned to the Regional Centers for 1972-73, emphasis increased on programs dealing with fine arts, humanities, integration of disciplines, and alternative learning climates. The Pittsfield Regional Center offered more than one special activity in the arts each month with good response. MAX-ED programs increased during the past year and



showed students a variety of ways to incorporate the arts into their lives. In Boston, for example, many programs centered around museums, conservatories, libraries and theatres, exposing participants to the wealth of cultural enrichment available in the core city.

In Williamstown this year an Integrated Arts Curriculum was devised to bring dynamic creative experiences to both teachers and children in kindergarten through grade six. Using the expertise and creativity of teams of teacher-artists, learning experiences were designed to realize four primary values: aesthetic, cultural, cognitive, and effective. Specific units of study developed included "color and light", "the Shakers", "math and the arts", "inside out", and "exploring emotions". Both verbal and non-verbal skills are used and may involve sound, body language and/or kinetic experience.

The Bureau of Student Services this past year invited art students from local high schools to exhibit their work at the Department offices on Tremont Street. Students from several cities submitted drawings, paintings and collages during the school year. In addition, student art work was on exhibition in the office of the Lieutenant Governor and in that of the Secretary of Educational Affairs.

While occupational education tends to take the individual's abilities and talents and put them to work in vocational areas, it is anticipated that Project CAREER may have an interesting offshoot. By showing the variety and commonality of skills and





interests that lead a person to his vocation, it is entirely possible that these same skills and interests will spark avocational interests as well.

The Experimental School System's family group structure is the embodiment of the intergroup relations model of the TAVER-STOCK Institute of London. It serves as a medium for presenting cultural, racial, and socio-economic diversity as an enriching experience. This was exemplified in 1973 by the positive action of white students when they became involved in the life of the black community and, more recently, by the adjustment of the newly recruited Spanish speaking pupils. Students are a recognized group in the decision making process of the school system through their voting representatives on the governing boards. They are thus afforded the opportunity to relate their values and attitudes to the wider community.



## PATHWAYS

Actions of the Department of Education which do not fall under any one specific goal but which are supportive of the community, teachers, administrators and students can be considered pathways to the accomplishment of all goals. Some of the actions of particular significance in 1973 follow:

When schools opened in 1972, kindergartens were not available in 106 Massachusetts communities. At the end of the year, 91 of these were ready to start kindergarten in September and the remaining 15 had been granted one-year waivers in accordance with the regulations of the State Board. This action showed a willingness of most communities to meet the kindergarten requirement established by the State Board five years ago; it also demonstrated the unified effort of the Division of Curriculum and Instruction, the Division of School Building Assistance and the Regional Education Centers in cooperation with school administrators and school committees throughout the Commonwealth.

The passage of Chapter 766 (The Special Education Act of 1973) initiates a flexible and uniform system of special education for all children with special needs in the state. (For purposes of this law a child is defined as any person between three and 21 who has not received a high school diploma. Education for a child between three and kindergarten age will be provided for anyone who is "substantially disabled".) The law also provides a flexible and non-discriminatory system for identifying and evaluating the needs of such children and attempts to prevent denials of equal educational opportunity on the basis of national origin, sex, economic status, race,



religion, and/or physical or mental handicap. Evaluation of the needs of each child is required by Chapter 766 as well as an evaluation of the special education programs being offered before placement of any child can be made. Periodic evaluations of the benefit of the program to the child are obligatory.

This Act is designed to remedy past inadequacies and inequities by defining the needs of children requiring special education in a broad and flexible manner and by requiring that a program which holds out the promise of being special actually benefits the child assigned to it. It also replaces the present inadequate and anti-equalizing formula for distribution of state aid for special education programs with one which encourages cities, towns, and regional districts to develop adequate programs within a reasonable time.

Other features of Chapter 766 include the right of parents to challenge the evaluation and placement of the child together with suitable channels for such a challenge; provision for community participation on regional and state levels by establishing special education advisory councils at least half the members of which must be parents of children receiving special education; responsibility of school committees for a share of tuition costs for children in their jurisdiction who are placed in state residential institutions; transfer to the Department of Education of responsibility for the administration of educational programs within state institutions of mental health, public health, and youth services with per-pupil expenditures





for these programs to be not less than the average expenditure for special education programs in the public schools.

The Division of Special Education has organized task forces in all areas covered by the new law; recommendations are being made and evaluated and formal regulations will be issued by March of 1974.

On the premise that quality education is based in large measure on the competency of the classroom teacher, the Department of Education worked toward passage of new teacher certification standards for Massachusetts. The landmark legislation was passed in 1973. Certification in the future will be contingent on an evaluation of a teacher's performance by a peer group during the second full year of teaching. A positive evaluation will result in permanent certification; otherwise the teacher will be given an additional two years in a provisional status. The new chapter of the General Laws makes it possible to move from the limited criteria based on courses taken and/or unevaluated experience, to a considered judgment of a teacher's competency in the classroom.

To provide as flexible a basis as possible for school systems wishing to investigate non-traditional or extended school year programs, the Legislature passed Chapter 100 of the General Laws permitting local school districts to operate a twelve-month school year if the district so desires. To date this regulation has not been put to use, although two communities considered the possibility during 1973.



Since regionalization offers many benefits to smaller school districts such as improved services, greater purchasing power, expanded programs, and increased opportunity for students to experience broader contacts than in the local community, efforts have continued during 1973 to form new districts for vocational education, extend unified school districts from K-12, and expand existing regional school districts. Assistance was also given to the Governor's Commission in its study on regionalization.

The Bureau of Program Assistance (in the Division of State and Federal Assistance) provided funds, through the Education Professions Development Act, for the training and certification of 40 black teachers for the city of Boston. Fifty-one other people were trained and certified to meet the needs of local school systems for specialists in early childhood education, special education, and library service. At North Shore Community College, 180 women participated in a course which trained teacher-aides for the 21 school districts on the North Shore.

The Bureau of School Management Services supported local education agencies by providing for the continuing development of management information systems coupled with leadership training for school personnel. Workshops and conferences were held throughout the state in the Regional Education Centers to aid school and other municipal employees in systems development and management. Because all units of local government, including units within the Department of Education, are interrelated and



interdependent, this Bureau continues to push for management systems and practices that are compatible with other state and federal requirements.

A program budgeting system was initiated in 1973 setting procedures that will help identify Department programs, objectives, and costs and provide a basis for decisions relating to state appropriation requests. An accountability process was also developed that balances program accomplishments against the expenditure of state and federal resources.

The Bureau of Surplus Property transferred property valued at over \$13,000,000. to 680 education, health, and civil defense units and over \$1,250,000. of excess property to 57 vocational technical programs.





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COMMISSIONER OF EDUCATION  
NOVEMBER 15, 1973

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## PART I - PROGRAMS

Following are the reports of the several program divisions. Included, in addition, are reports dealing with two special areas which are directly under the Commissioner. They are included here because of the line responsibility assigned by Commissioner Anrig with respect to these two facets of his overall responsibility.

Thomas J. Curtin

Deputy Commissioner for Programs





ANNUAL REPORT

Division of Curriculum and Instruction

Max Bogart, Associate Commissioner

YEAR ENDING JUNE 30, 1973



## DIVISION OF CURRICULUM AND INSTRUCTION

As in the recent past, the Division of Curriculum and Instruction carried out its mission "to support, serve and plan general education in the public schools." Focusing on service and leadership to the elementary and secondary schools and to the adult sector of the Commonwealth, the Division strove toward implementing the State Board's goals through its six Bureaus.

A major accomplishment of the Division, working closely with the Regional Centers and the Division of School Facilities and Related Services, was the implementation of the Board's kindergarten mandates. At the opening of the 1972-1973 school year one hundred and six (106) communities lacked kindergarten programs and at year's end ninety-one (91) had arranged for such programs with fifteen (15) communities granted one-year waivers in accordance with State Board regulations. This was achieved by a unified inter-Division effort and the cooperation of the local school districts.

In addition to many workshops and seminars the Division sponsored two major conferences. The annual Administrators' Conference attracted over eight hundred school administrators and the Second Annual Humanities Conference was attended by more than four hundred teachers and administrators. Outstanding speakers were highlighted at both meetings with many workshops on current issues and ways of humanizing education.

Among the many activities of the Division are the following, representing a cross-section of accomplishments:

### Bureau of Transitional Bilingual Education:

1972-1973 was the first year for the implementation of the landmark legislation on Transitional Bilingual Education. Thirty-three cities and towns initiated programs in these languages and cultures: Chinese, French, Greek, Italian and Portuguese. The program's degree of success has been commensurate with the support, attitude and available resources of the local school districts. While the majority of the communities did not fully implement the program, in general the commitment and support was present in many cities and towns as they attempted to provide services to children of limited English speaking ability.



#### Bureau of Student Services:

Beginning this past year a Student Service Center has been maintained on a volunteer basis; this Center provides information and serves as a clearing house for secondary school students. The bureau established a citizen assessment task force to review program contributing to effective preparation for citizenship, developed extended school year regulations and initiated a citizen resource center at the Worcester Regional Center as a pilot project with the objective of stimulating citizen involvement in educational activities. An important task of the Bureau was the creation of eleven regional student councils and one state advisory council to develop student leadership for coordinated efforts throughout the State.

Numerous workshops, seminars and individual consultant services were provided on drug abuse education, health education, citizenship and values.

#### Bureau of Curriculum Services:

ESEA, Title I continued to provide compensatory educational opportunities in three hundred and two (302) communities for over 7,000 children. The Migrant Education Program in thirteen (13) communities met the special needs of 1,500 children in the areas of health and nutrition, language training and cultural guidance.

ESEA, Title III brought innovative programs and educational reforms to forty-two (42) projects, affecting approximately 150,000 young people.

As a part of the New England Consortium on the Right to Read, Massachusetts initiated programs in twelve (12) school districts. This program is designed to provide leadership and necessary techniques to improve reading instruction in order to reduce student and adult illiteracy.

Many workshops, seminars and individual consultant services were provided to the schools in the "academic disciplines," early childhood education, environmental education and NDEA III.

#### Bureau of Media Services:

Among the important contributions of the Bureau were the following: production of teacher training films on special education (in collaboration with the Division of Special Education); development of a bilingual television series (in collaboration with the Bureau of Transitional Bilingual Education) on the history and culture of Puerto Rico; development of a television series on consumer education for the elementary schools (in collaboration with the Division of Occupational Education); and distribution of television programs on video cassettes through the Regional Centers.

#### Bureau of Adult Education Services:

The Class Program enrolled 6,770 students in 245 classes with 193 students in a GED preparation course.







Innovative practices were emphasized in the Adult Basic Education Program through offerings for deaf adults with hearing disabilities; a programmed and self-instructional system in reading and mathematics; the uses of local radio and television stations and tape cassettes; expansion of field trips to museums and libraries; programs on consumer education, vocational training, political issues, interpersonal relations and computer use.

During the year a total of 4,238 adults were awarded the High School Equivalency Certificate; 4,103 received the Certificate for successfully completing the standard English version while 135 successfully completed the Spanish version. These tests were conducted at thirteen sites.

The Correspondence Program enrolled a total of 911 with "free enrollment" for about 51%. Emphasis in this program is on quality offerings and keeping the courses up-to-date.

The Civil Defense Education Program provided services to 160 school systems, concentrating on instruction in the social studies, health and safety education curricula. Approximately 22,000 students were involved in this program.

#### Bureau of Library Extension:

The Bureau continued to provide many kinds of quality services to the schools and to the State's public libraries. Included in the Bureau's major achievements were the following: the utilization of library resources to promote the development of individual value systems for intelligent reaction to the problems of drug use and abuse; an extensive project on environmental studies through a comprehensive program of regional public library service; and programs for inmates at penal institutions.

Through funds from ESEA, Title II, workshops on preparation of proposals were held in the Regional Centers; other Division units were involved in this coordinated effort. The collection of K-12 materials, including current and topical books and non-print materials, were expanded with over 60 school systems borrowing about 18,000 volumes. The mini-grant program, focusing on projects correlating a variety of media and instructional techniques was offered to public, independent and community schools.



ANNUAL REPORT

DIVISION OF OCCUPATIONAL EDUCATION

CHARLES H. BUZZELL, ASSOCIATE COMMISSIONER

YEAR ENDING JUNE 30, 1973



Descriptive Report of Program  
Activities for Vocational Education - FY 1973

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Occupational Education is committed to the concept of Career Education, encouraging the introduction and initiation in all school systems of a program that will permeate the grades from kindergarten through adulthood. The resultant learning experiences will open to all learners all options which will provide them with the competencies for a rewarding and productive life.

Through a built-in systematic guidance and counseling component, all learners will pursue purposeful career goals whether as preparation for college or for employment or both.

With learner needs the prime focus, the curriculum will be planned to prepare the learner for occupational competence in a fast-changing technological society. Curriculum development requires consideration of facilities; in turn, facilities call into question the type of school and school system necessary to support the widest range and number of learners.

Occupational Education is further committed to guaranteeing every citizen residing anywhere in the Commonwealth the right to pursue a comprehensive system of education. This will allow any citizen access to occupational education for an understanding of the concept of work; an awareness of the variety of occupations and occupational clusters; an insight into his own occupational abilities, interests and aptitudes; as well as access to an exploration of occupational programs for informed career choice-making and in-depth development of skills training for immediate employment and continued education.

To achieve such comprehensive systems of occupational education in the Commonwealth, the Division of Occupational Education is therefore committed:

1. To complete construction of the network of Regional Vocational Technical Schools.
2. To complete the construction of community colleges and technical institutes.
3. To reinforce and enlarge the collaborative links between schools and communities for facilitation of the learners' transition between school and employment as a natural stage of growth and development.
4. To encourage development of high school curriculum laboratories of generic skills of all occupations so as to facilitate lateral transfer of ability training among occupational clusters.
5. To encourage teacher in-service education for career education among all elementary school and high school faculty.
6. To encourage faculties of teacher training institutions to undertake responsibility for teacher understanding of the career education concept, and the behaviors necessary for entrance and participation in the world of work.
7. To encourage all legislation that will implement these commitments.

Charles H. Buzzell  
Associate Commissioner



# COMPARISON OF STUDENT ENROLLMENT, FY 72 & FY 73

Level	FY 1972 (1)	FY 1973 (2)	Enrollment Increase (3)	Percent Inc. (4)	State Goal (5)	Percent Achieved (6)
Secondary	121,684	131,750	10,066	8.3	110,908	100+
Post Secondary	13,019	14,328	1,309	10.1	13,545	100+
Adult	29,096	29,980	884	3.0	23,004	100+
<u>Programs</u>						
Agriculture	2,149	2,725	576	2.7	2,356	100+
Distribution	6,628	7,456	1,128	17.0	8,138	82
Health	4,382	6,417	2,035	46.4	5,858	100+
Consumer & Homemaking						
Occupational Prep.	3,088	8,008	4,920	159.3	4,340	100+
Home Economics	16,055	15,358	(697)	-4.3	7,789	100+
Office	79,962	86,000	6,038	7.6	84,278	100+
Technical	4,686	4,641	(45)	-1.0	2,635	100+
Trades & Industry	43,216	43,056	(160)	-0.4	39,352	100+

The increased enrollment in Occupational Education exceeded our goals at the Secondary, Post Secondary, and Adult levels. The greatest increases in enrollment occurred in programs for Distributive Education, Health, Business, and Occupational Preparation in Consumer and Homemaking. These are the Occupational areas in which increased employment opportunities have been predicted and reflect sound planning on the part of the Division of Occupational Education program specialists.





## SECONDARY EDUCATION

GOAL: To improve the quality of all secondary level education training programs funded with 90-576 money in order to better and more efficiently prepare secondary school students for entry into meaningful employment.

### IMPLEMENTATION

#### Agriculture

Four new programs were established during the school year on the secondary level aided by P.L. 90-576 funds.

One new department was opened at the Southern Worcester Regional Vocational Technical School in Charlton where 32 students entered the course.

Efforts of this supervisor and other personnel in the Division were put into the establishment of new programs through contacts with Superintendents, directors and principals of new and emerging vocational and comprehensive high schools. As a result of these contacts, fiscal '74 will see two new regional vocational schools and one comprehensive high school adding programs in Agricultural Education.

Continuing liaison with developing schools is bringing about the addition of two more departments in the near future.

Continuing consultative work is being provided to local and regional leaders in writing proposal for new programs, improvement and extension of continuing programs and for aiding students to remain in school who otherwise might find it difficult from a financial standpoint.

#### Expansion of Existing Programs

The three County Schools of Agriculture and eight of the nine high school departments experienced increases in enrollment over fiscal 72. Prospects for the coming year indicate that enrollments will again be on the increase.

#### Improvement of Existing Programs

Updating of courses of study has been on-going with instructors in each school and department. New concepts, course materials and instructional aids have been made available from this office upon request for the improvement of programs.

Workshops for commodity groups of teachers has been carried on at the local level for the purpose of keeping the instructional staff up to date. The annual Vocational Agricultural Teachers Conference was conducted the latter part of June.

#### Accomplishments in terms of Geographic Distribution of Funds

Funds allocated to agriculture in fiscal 1973 for 4 programs were in two areas of the state. Northampton where the largest portion of the allocation went is located in a geographic area which is Economically Depressed; where high rates of unemployment is prevalent and where school dropouts are above the average.

Remaining funds allocated for programs in agriculture went to a school which services the area of Essex County. Portions of this county fall into the categories of economically depressed, high unemployment and high rates of school dropouts.





Level of Education and Average School Time Student Spent in Vocational Education During 1972-1973 School Year

Secondary Level: County Schools of Agriculture 50%  
High School Departments 35-40%

Description of Vocational Youth Organization Activities As They Relate To The Program of Vocational Education

The FFA is active in all schools and departments (except Boston) where Vocational Agriculture is taught. Youth contests are integrated into the instructional programs to provide motivation for learning. The students participate through the Future Farmers of America Organization on the local, state, regional and national level, in activities designed to promote competency in agricultural subjects; agricultural leadership, cooperation and citizenship.

Over \$3,000 is given annually in cash awards and scholarships to deserving FFA members. The Massachusetts Department of Agriculture provides medals and ribbons for those FFA members competing in Public Speaking, Science Exhibits and Judging Contests along with many other service organizations throughout the State.

The office of teacher training at the University, publishes a combined newsletter for FFA and agriculture instructors on a quarterly basis to which each local chapter submits items of interest.

This youth organization is very active in the Eastern States Exposition activities and State Judging contests. Four judging teams competed on the National level.

This year, Massachusetts will host the New England Leadership Training Conference with all the New England States & New York participating in cooperation with the National Office.

Distribution

The improvement of the quality of all secondary level programs funded with 90-576 money was accomplished through professional in-service seminars conducted by the State Department of Education in cooperation with the University of Massachusetts. This year the Distributive Education Conferences for Professionals were held in November and April at the Sheraton-Lexington. The November conference focused upon an interdisciplinary approach to Distributive Education; the April conference had as its subject Achievement Motivation. These two, two-day workshops were attended by 150 in-service teacher-coordinators, prospective teacher-coordinators from Massachusetts and New Hampshire, and by the Senior State Supervisors from both states, William Rowland and Marguerite Erickson. Attendance at these workshops is partial fulfillment of the requirements for professional improvement as set forth in the certification requirements for Distributive Education teacher-coordinators.

A week-long seminar in Management and Distribution was held on the grounds of the Harvard Business School July 8-13, 1973. It was attended by 60 teacher-coordinators, representatives from minority groups and faculty members of community colleges. The aim of the Seminar in Distribution was to provide the participants with an awareness and the



necessary skills to design distributive education programs which are responsive to the needs of minorities and students in general and which take into account the changing requirements of the labor market. The Seminar will expand their perspective to include new career fields, to give them more opportunities, and to develop strategies and programs for placing more students in these new occupations.

We have a total of 45 students in the teacher-training program at the University of Massachusetts, Amherst. There are 54 undergraduates and 2 master's degree candidates. Ten of those have graduated in June, this includes 2 black seniors, the first in Massachusetts D.E.

Work continues to update our Distributive Education curriculum guide with a working committee of 10 people, 4 staff members from the University of Massachusetts School of Education, 5 teacher-coordinators, the Senior Supervisor and the Supervisor for Distributive Education. After four meetings, we have established objectives, duties and responsibilities of each member. Anticipated publication of this material is November 1973. In addition to revising curriculum, we are developing a Handbook for Teacher-Coordinators. The suggestions and advice of our teachers have been solicited as to the areas which should be covered in this publication. It should be ready for distribution in the early fall, 1973.

The State Career Development Conference of the Distributive Education Clubs of America was held at the Dunfey-Hyannis, March 23-25, 1973. The two and one-half day program included a Career Exposition, multi-unit workshops, marketing competition among the students followed by evaluation sessions for student competitors, a meeting with the State Advisory Council on Vocational Technical Education, recognition, competition award activities and guest speakers. In attendance at Hyannis were 1,765 students, officers, contestants, judges, members of the merchant community and honored guests. Massachusetts membership in this national youth organization, including high school and junior collegiate, totals 1,822. This program is sponsored and supervised by the Senior State Supervisor and operated by the State Club Advisor.

Greater Lawrence Regional Vocational High School in Andover received a federal grant for \$12,392 to begin a Distributive Education program. The program accomodates 22 students, male and female, in the 11th and 12th grade. Student population is drawn from a middle income group of several ethnic backgrounds.

Instructional content and job placement is the responsibility of the teacher-coordinator. The guidance department cooperates in every way in the recruitment and advice to students.

Method of instruction is regular vocational classroom work complemented by on-the-job training in a specific occupation. A special adjunct to the classroom training is the training derived from the operation of the school store which is a part of the classroom.

A Distributive Education class meets 5 days a week, 2 periods a day, for a minimum of 15 hours of classroom instruction. Supervised on-the-job training in the afternoon completes the instruction for the week.





Retention of students in this program is high; every student completed the school year. Placement of students at work stations was 100% effective. Distributive Education students earn an average wage of \$1.70 per hour.

The expenditure per pupil to operate this program is \$1,683.

Brighton High School, Brighton, received \$8,200 for a Distributive Education Program. This is an expansion program which serves 25 high school seniors from the disadvantaged bracket. Students gain valuable classroom related work experience with leading companies in Boston. This student population is drawn from a low-income bracket with both a racial and ethnic mixture..

Instruction is in marketing skills with services provided by the guidance department. Placement is done by the teacher-coordinator. The method of instruction is the vocational classroom situation and on-the-job training.

The Distributive Education class meets 5 days per week, 2 periods per day, for 39 weeks per year.

Retention of students is high; 90% of the students complete this program and retain their placement on-the-job. Average earnings are \$1.70 per hour.

The expenditure per pupil to operate the program is \$1,195.

Belmont High School, Belmont, received a federal grant for \$10,447 to establish a Distributive Education program. The program serves 20 students, male and female, in the 11th and 12th grade from a middle-income, multi-ethnic population.

Instructional content of the program is classroom work with an outstanding school store operation as part of the learning experience. On-the-job training provides further training by the job sponsor.

The method of instruction is varied with classroom work, individual project method and operation of the school store.

A Distributive Education class meets 2 periods per day, 5 days per week, for 39 weeks per year. Also required is a minimum of 15 hours per week of on-the-job training throughout the year.

Retention of students is high with 100% completing the course. All were successfully placed at work stations. Wage rate was \$1.70 per hour.

The cost per student to operate this program was \$293.00.

The Vocational Youth Organization for Distributive Education, referred to as D.E.C.A., Distributive Education Clubs of America, is an integral part of the D.E. program in Massachusetts. It complements the curriculum in marketing and merchandising and is organized for a complete D.E. program. The membership for 1972-1973 was 1,744 members.





There were 102 chapters in the High School division and 3 chapters in the Junior Collegiate division. The D.E.C.A. Club was divided into 6 geographical regions, each region conducting its own meetings and competition. Winners, officers and representatives from these meetings attended the Annual State Career Development Conference. Attendance at the CDC numbered 1,000. Attending the National Career Development Conference in Atlantic City, May 1973, were 56 students and teacher-coordinators from Massachusetts.

### Health

The senior supervisor has been involved in conferences with over 70 different school systems during the 1972-73 academic year in a supportive capacity such as: program development and planning; curriculum writing based upon evaluative criteria; as a consultant during proposal consideration, preparation and presentation; as well as interviews with perspective health instructors.

Approximately 29 allied health occupation programs were evaluated by the supervisor of which the majority were found to be of good quality. Several outstanding examples of good programs may be found in Wilmington and Franklin.

Wilmington High School, Church Street, Wilmington, was granted federal funds in the amount of \$19,966 to establish a dietary aide "Nutritional Aide" program. This program is designed to serve 37 female students in the 11th and 12th grades. The average age of the dietary aide student is 16 plus years. Guidance, placement, and supervision is provided in the theoretical as well as in the clinical experience. Students participate in the program from 10 to 20 hours per week for 40 weeks per year. The method of instruction is classroom theory combined with clinical experience on a daily basis. Placement is excellent and earnings are average based on the facility. There is no loss of students through attrition. The average expenditure per pupil to operate this program is \$540; average per pupil expenditure in the school is \$679.

Franklin Comprehensive High School has operated a Health Careers Exploratory Program with a \$12,840 federal grant. The program is designed to accommodate 450 students, 230 male and 220 female, in the 9th grade. Guidance and supportive services have been utilized in the operation of this program. Placement of students is not a part of this program due to its exploratory nature. Students attended classes 3 hours per week, 40 weeks per year, to gain a general and comprehensive exposure to health careers through guest lectureers, field trips, movies, etc. The program was effective since many students participating elected the health careers "Hospital Assistant" program for the following year.

Twenty-six new health occupation proposals were evaluated at the secondary level. Approximately 80 health occupation proposals at the post secondary and adult level and 10 for the disadvantaged. The supervisor assisted in the evaluation and interpretation of health proposals in MDTA for that bureau. Revisions, review and consultations with the bureau and supervisors therein.



The lack of cohesive program coordination in the Boston ORC hampered meaningful developments as related to their implementation. The supervisor sought to establish with the administrative and instructional staff a coordinated curriculum upon which the allied health occupational programs would be integrated. Although much effort was expended in this direction very little was achieved. Efforts are continuing to improve the composition of the instructional staff as well as towards the development of curricula. Continued supportive assistance by the supervisor will be provided during the forthcoming academic year in this direction.

Sundry programs in child care, dietary aides and related areas as approached from an interdisciplinary point of departure in various Boston high schools had their highpoint; however in general, they lacked course directives, design or projection planning. Clinical occupational experience was limited to the point of being non-existent in some instances. Upon completion of these evaluations a meeting was requested by the supervisor with the Director of the Home Economics Department, City of Boston Public Schools regarding these factors as well as to establish rapport for continued interaction. Much was derived from this meeting which was attended by the Bureau Chief of Program Services as well as the supervisor and the Boston Public Schools Administrators responsible for these programs. Continued assistance will be forthcoming from the Division to enhance these programs in those areas of need.

The Health Education Aide program conducted at the Children's Hospital Medical Center under the auspices of the City of Boston's School Department, ORC, provided for 8 disadvantaged or culturally deprived students rather than the 30 that had been proposed. Several meetings with the Program Director and the Personnel Director at the hospital yielded limited results. The supervisor seriously questions the funding of this program in which the student's experience is geared to a non-occupational role rather than the one described in the proposal.

Six programs planned for implementation in FY 1972-73 school year have been delayed and will begin in September 1973. The senior supervisor conferred with the LEA personnel in order to provide technical and supportive assistance for the implementation of these programs during the forthcoming year.

Instructional curriculum workshops for allied health personnel based upon behavioral performance objectives and in-service education have been conducted at different schools at the request of the coordinators and instructors in the allied health programs in a variety of areas throughout the Commonwealth. The Office of Health Occupations Education has assisted in preparing guidelines for in-service education for teacher qualification and approval in health occupation programs. The Office of Health Occupations Education has initiated a qualified teacher pool that is current.

The supervisor completed and evaluated 29 health occupation programs in the Commonwealth by April 30, 1973. The supervisor served as a member of the review team for the evaluation instrument. The instrument was revised based upon the format of the previous one. It is presently being





subjected to review again. The supervisor sent letters of commendation and recommendations for all evaluated programs funded by P.L. 90-576 to the administrators of the program and the school within ten days after each evaluation visit. The supervisor provided technical assistance for the expansion and initiation of 31 different secondary training programs in health occupations during the 1972-73 school year. The supervisor provided curriculum resource materials available in this office to those school systems. This office has been developing a resource area for occupational health education materials in order to exchange such materials with the LEA's. Such material was made available to the LEA's during the proposal preparation period.





## Office

A total of \$477,458 Federal dollars were allocated for 37 new Office Occupations programs offering an additional 2,264 students the opportunity to pursue an Office Occupations cluster. This impetus utilizing part B funds significantly has improved the quality of office occupations programs in addition to more efficiently preparing secondary school students for entry into meaningful employment.

The program officers initiated 44 new and expanding secondary level office occupations programs, along with technical assistance; to allow opportunity to train more young people for employment in meaningful occupations.

### Accomplishments of objectives and activities

Worked with and offered technical assistance to 37 federally funded training programs in the areas of equipment, facilities, curriculum and instruction.

Disseminated 1,020 copies of published General Curriculum Guide for Business and Office Occupations to business: teachers, department heads, teacher educators, state supervisors, students (pre-service and in-service), school administrators to assist in the improvement of programs training students for employment in office related occupations.

Advised school administrators and supervisory staff regarding the expansion or initiation of training programs representing 49 communities by January 31, 1973.

Reviewed, edited, recommended changes, and approved or disapproved 81 training program proposals by June 15, 1973.

Participated in 6 workshops (funding application and procedures) with each Department of Education Regional Office on December 4, 5, 7, 8, 11, 12, 1972.

Curriculum resource materials and guidelines were also provided during the proposal preparation period from October, 1972 through February, 1973 to 248 Business and Office Education program specialists.

### Accomplishments in terms of geographic distribution of allocations of funds.

Eighty-one (81) Business and Office Education proposals were submitted requesting federal funds. Sixty-two (62) were approved for funding and 19 were disapproved for funding. Forty-four (44) of those approved were submitted to the Board of Education to be funded. The remaining 18 were classified as approved with no resources (part B money) available.

Sixty-nine percent of the approved proposals (62) requesting LEA's were within the boundaries of EDA areas.



Forty-nine percent of the approved proposals (62) requesting LEA's were within the boundries of areas of High Rates of Unemployment.

Forty-five percent of the approved proposals (62) requesting LEA's were within the boundries of both areas.

The average student spent 43 percent of the school day in their area of concentration (based on 3 periods of a 7 period 5 1/2 hour school day.)

#### Exceptional Programs

##### A. Program #1

1. Stenographic, Secretarial and Related with an emphasis in Medical, Legal, Technical Secretarial Transcription.
2. Brockton, Massachusetts.
3. \$24,165 (Secondary)
4. 75 females, ages 17-18, grade 11 (48) grade 12 (27), lower to upper middle class, white and non-white
5. Secretarial training emphasizing medical, legal, technical transcription with a placement component upon completion of training.
6. Instructional component utilized simulated laboratory approach.
7. Participants in program go to class 15 periods per week for a total of 32 weeks.
8. Program has had a high percentage of participants completing (90-100%) with all who complete having the opportunity to enter the world of work in or on a related basis in reference to training. Students enter the labor market at the average or slightly above average ongoing wage.
9. The cost per pupil for the program is approximately \$325.

##### B. Program #2

1. General Clerical emphasizing Model Office/Communication Center concept.
2. Milford, Massachusetts
3. \$38,683 (Secondary)
4. 20 males, 40 females, ages 17-18, lower to upper middle class, white and non-white
5. Utilizing the Model Office concept to simulate and relate the actual world of work in a school setting.









6. Instructional component utilized simulated laboratory approach.
7. Participants in program go to class a minimum of 10 periods per week for a total of 32 weeks.
8. Program has a high percentage of participants completing (90-100%), with all who complete having an opportunity to enter the world of work in or on a related basis in reference to training. Students enter the labor market at the going wage rate.
9. The cost per pupil for the program is approximately \$645.

C. Program #3

1. Exploratory Level Business and Office Education.
2. Fitchburg, Massachusetts, McKay Campus School
3. \$29,251 (Secondary)
4. 15 males, 80 females, ages 14-16, grade 9, lower middle class, white and non-white
5. Exploratory program in Business and Office Education to train participants to enter into the skill development level of the occupational continuum.
6. Instructional component utilizing the classroom and laboratory around large and small group and individualized instruction.
7. Participants in program go to class a minimum of 10 class periods per week for 32 weeks.
8. Program effectiveness allows students to prepare for entrance into a higher level of training with preinitiated direction and alternatives.
9. The cost per pupil for the program is approximately \$310.

Business and Office Education Youth Organization (OEA).

On May 1, 1973, the State Business and Office Education youth activities were chartered as a State organization of the Office Education Association (OEA) by the executive board of OEA.

Prior to May, 1973, organization tactics had been in existence since November 1, 1972. Every Business Department Chairman as well as other interested teachers were forwarded materials outlining the structure and benefits of the organization. Four schools applied for membership under a charter status in the spring of 1973. They were duly recognized by the State and National organization.



The initial outlook looks bright for the 1973-1974 school year as we anticipate holding our first full year of MOEA activities.

### Trade and Industry

Keeping in line with this offices' primary goal of improving the quality of existing secondary level occupational programs in the trade and industrial sector, an evaluation effort was undertaken. Specifically, over thirty programs were evaluated during the period November 1, to June 1. While a higher percentage of program evaluations and a more concentrated evaluation tool had been planned (i.e. two visitations), this proved not to be possible because of a lack of supervisory personnel within the office.

Another activity of this office was the review of the evaluation instrument for refinement and modification. This effort proved particularly beneficial as the resulting revision was based on the experienced gained by utilizing the existing instrument during the previous year.

An increased effort was made to improve and increase the amount of technical assistance available to the local educational agencies. Hampered by the fact that over forty different specialized occupational areas are represented in the Trade and Industrial sector, efforts were directed to enlisting the services of resource individuals in the respective areas. With the success of this approach experienced this year, initial plans are underway to expand this concept to the formation of a resource bank. Supplementing the utilization of resource individuals, was the establishment of a working relationship with the Career Education Document Information System (C.E.D.I.S.). The primary effort here involved initiating a number of curriculum computerizing the ERIC information data bank. Finally, there is in this office an on going effort of compiling packages of specialized equipment listings, course curriculums, and facility specifications which can be utilized in setting up searches in new courses and updating existing ones.

During the past year this office also participated in an investigation (Project SEEK) of the Career Education concept in conjunction with the New England Resource Center for Occupational Education (N.E.R.C.O.) and the Center for Vocational and Technical Education (C.V.T.E.) at Ohio State University. The primary focus of this project was to define Career Education in operationalized format, in order, that a new category could be included in the nationwide ERIC information collection. In so doing, guidelines for definitions, abstracting procedures, and methods of choosing key work identifiers were compiled. The second major thrust of SEEK was to gather Career Education orientated vocational educational program curricula throughout New England. Upon completion of the project, collected materials were made available to participants and also forwarded to C.V.T.E. for inclusion into the ERIC system. This project was on-going for approximately five months.

In terms of operational benefits of the preceeding efforts described, 3,333 female and 39,718 male students were given the opportunity to participate in secondary level Trade and Industrial vocational training designed to permit entry into meaningful employment.





The second major thrust of the "T & I" effort was involved with initiating new and expanding programs in order to increase the numbers of young people in meaningful employment.

The primary activities undertaken included providing superintendents and other vocational educators with advice on new and expanding trends in program planning. Over twenty onsite visits to programs were accomplished during the course of this academic year. In addition, with the assistance of other division personnel, workshops dealing with proposal preparation statewide, developments in vocational education, alternative sources of funding, and other related topics were carried out at regional meetings throughout the Commonwealth.

While the objective of providing increased assistance to the local educators was accomplished, this office was not successful in providing federal funding to the planned number of programs. This resulted primarily because of the limitation of monies, as well as, the initial high costs in setting up trade and industrial programs.

Identifying the accomplishments in terms, of the geographic distribution of funds, saw the allocation of most of the funds to programs in areas which were judged to be economically depressed.

In all of the programs under the auspices of this office, students spent 50% of their time involved in shop training, and their remaining time in academic or related classes. The usual arrangement is to have one week of classwork followed in the next week with shop training activities.

While most of the funded programs represented some of the traditional occupational areas, there was a component in this office's funding guidelines to increase the diversification of course offerings. For example an industrial chemistry program was supported in the Greater Lawrence Regional School. Servicing twenty junior grade level secondary students, the curriculum was designed to prepare students for specific occupations in the field of Industrial Chemistry, such as:

- . Analytical Research Technician  
Resins and Adhesives
- . Pilot-plant operator
- . Colorist
- . Chemical Laboratory  
Technician
- . Laboratory Assistant
- . Colorman

The per pupil expenditure for our program was approximately \$400.00 and primary methods of instruction included shop and related classroom instruction.

Another priority of this office was to initiate programs which would fit substantial manpower needs both on the local and statewide levels. One such area was determined to be the field of air conditioning, and accordingly, a program was funded in Milford in the amount of \$11,528. This program serviced over seventy five (75) students across each of the four secondary grades levels. It was designed to give the students an opportunity to train for employment in the categories of:



- |                    |                      |
|--------------------|----------------------|
| . Air Conditioning | (Vocational Entrant) |
| . Cooling          | (Vocational Entrant) |
| . Cooling          | (Pre vocational)     |
| . Refrigeration    | (Pre vocational)     |

This program was intended to offer exploratory opportunities, as well as prepare students for placement as mechanical contractors, repair and installation servicemen and industrial servicemen. The curriculum was primarily directed to the installation, maintenance of service of refrigerators, and air conditioning of all types: including wet and dry systems. A variety of methods were used, including work-study options, shop instruction, as well as related classroom training. This program had a per pupil expenditure of \$383.92.

#### Recommendation

During the past year, it has become apparent there exists a substantial need to provide more concentrated and refined manpower assessment services to the local educational agencies.





MULTI-LEVEL  
DISADVANTAGED

GOAL: To reduce "dropout" rates among disadvantaged youths in four target areas in the state.

OBJECTIVE

Provide communication and clerical skills for 412 students through OIC Skill Training Program at Boston.

Accomplishment

BOSTON (OIC TRAINING PROGRAM)

Clerical Skills were provided for some 330 students in the area-- largely Black and Puerto Rican Component. At present 94 students have completed the training. Skills include typing, filing, billing, use of IBM (MT/ST equipment) in conjunction with regular office practices. The time spent by the students in the training (Secondary/Post-Secondary) was four nights per week at four hours per night, in a 26-week training cycle (2 cycles per year). Funds: F \$141,200.

OBJECTIVE

Provide Distributive Education to approximately 53 potential school dropouts through the University of Massachusetts vocational education Project JESI in the inner city of Worcester.

Accomplishment

WORCESTER (Project JESI---U of Mass.)

This project was not initiated as scheduled. Instead a new training design is being developed for the area.

OBJECTIVE

Provide vocational education in the Communication Media to both school dropouts and potential school dropouts for approximately 160 students through the Street Academy Project and the local vocational high school in the inner city of Springfield.

Accomplishment

SPRINGFIELD (Project SASSI)

The Street Academy at Springfield (Project SASSI), has provided skills in the communication media to both "potential" and "actual" high school dropouts. The project was developed in conjunction with the Vocational High School in the inner city complex. Skill training included the use and maintenance of TV and radio equipment, preparation of commercial displays and advertisement, etc. 150 students were in training: 25 have completed training, 75 are in work-study activities, 30 have returned to high school. The students spend 6 1/2 hours per day in training---3 hours in Project SASSI, 3 hours in high school, 5 days per week in a three month cycle.





## OBJECTIVE

Provide Distributive Education, Hotel/Restaurant food preparation skills in Comprehensive High Schools to approximately 70 potential school dropouts in Brockton.

### Accomplishment

#### BROCKTON ("Project 70-003" and Hotel/Restaurant Management)

Project 70-003 has provided Distributive Education training for "potential" and "actual" high school dropouts in the Brockton area. In conjunction with this project, Brockton High School also provided Hotel/Restaurant food preparation and management skills to other disadvantaged youths in the area. Enrollment in these programs 70 students. 25 have presently completed their training. An additional 30 students have been added to the troop. Dropouts---9 students. Program is presently ongoing. Students spend six hours in school each 5-day week period. One-third of time is spent in vocational training.

GOAL: To provide more vocational education for English Second Language citizens (Spanish-speaking groups, etc.); counseling in the "world of work."

## OBJECTIVE

Develop stenographic typing skills both in English and Spanish for approximately 150 students in Springfield and Boston.

### Accomplishment

Stenographic/typing skills program is being planned in the Springfield area. Program has been delayed because of late funding.

Intensive counseling and training clerical employment, typing, and office practice in the Boston OIC Program.

GOAL: To provide vocational counseling/guidance to Spanish-speaking student presently in secondary level training.

## OBJECTIVE

Demonstrate "world of work" habits.

### Accomplishment

#### WALTHAM VOCATIONAL TECHNICAL SCHOOL

Bilingual skill training in clerical careers, with intensive counseling in "world of work" habits, etc, will start in September, 1973. Two training cycles with 25 students each will be enrolled in the project. 2/3 of 6 hour day schedule (5 days/week) will be directed toward the bilingual training and counseling.



## OBJECTIVE

Overcome employment barriers due to language constraints.

### Accomplishment

Vocational counseling and guidance are also being provided English as a Second Language trainees in Project SASSI.

Counseling and guidance are also provided in the Boston High School Project which is designed to work with disadvantaged youths on a secondary level.

GOAL: To provide more "Career Development" Information in the Target Areas of the State.

## OBJECTIVE

To develop plans for two inner city "Career Information" centers.

### Accomplishment

Vocational Education (Career) Center have presently been strategically set up throughout the state to provide information, assistance, operational guidelines to projects seeking aid.

Leadership Training for Staff Personnel in Private Non-Profit Agencies has been initiated at Fitchburg State College.. They were trained in management, teaching methodology, etc. (See other Teacher Training Programs).

GOAL: To collaborate with Private Agencies/Teachers and Educational Personnel serving Disadvantaged Youths, and Teacher Training Institutions.

## OBJECTIVE

To coordinate services with other State Agencies conducting programs for the Disadvantaged.

### Accomplishment

Programs were developed at Northeastern and Tufts University, and Boston State, to train teachers, counselors, and administrators, to set up effective vocational education programs for Disadvantaged Students in the large "economically depressed" urban areas. 125 educational personnel completed these programs in the 1972-73 academic year. Educational Personnel came from the Vocational Regional School, Private Agencies, such as OIC, Model Cities, etc. Professional Improvement included 2 courses per week, 2 1/2 hours per course, for 2 semesters.

GOAL: To provide "special" vocational counseling and guidance to youths who are disadvantaged and "turned off" from regularly scheduled training.





## OBJECTIVE

To provide career advice on "world of work" for 1,000 or more youths.

### Accomplishment

Occupational/Career Education counseling for the Disadvantaged Population (Students, trainees, etc.) from Boston, Cambridge, Worcester, Fitchburg, etc. 2,000 students have been counseled in these areas over the 1972-73 academic year. Students at a Secondary and Post-Secondary level spend 1 hour each day in a five day week schedule, 2 semesters/year. Project is presently ongoing.

## OBJECTIVE

To provide part-time work experience and job-sampling.

### Accomplishment

Part-time work experience/Job-Sampling projects have been provided in Brockton, Haverhill, Worcester, and New Bedford and Boston, for "potential" and "actual" school dropouts. Over 400 students are included in these programs. Students spend 1/2 time in part-time work experience and 1/2 time in actual class-room training. Program is ongoing. Programs work with local industries and businesses.

## OBJECTIVE

To provide vocational training in the World of Construction for disadvantaged persons.

### Accomplishment

Training in the "World of Construction" has been provided in Brockton and Franklin. Training include providing "hardcore" trainees with knowledge and understanding of tools, plumbing, site development, etc. Enrollment 360 students. Training is ongoing. Schedule: 5 days per week, 6 hours per day, and four "3 months" cycles.

GOAL: To provide Disadvantaged persons with Para-Medical Training Skills in the Boston Area.

## OBJECTIVE

To provide vocational training in the paramedical work area for dropouts.

### Accomplishment

Roxbury Medical Technical Institute located in the heart of an economically depressed area, has set up a Laboratory Technician program to train hardcore school dropouts in these paramedical skills. Training was delayed because of funds. Program has been scheduled to start on October 1, 1973. Program will be developed in phase (cycles) 36 students per cycle, 2 cycles per year, 5 days per week 6 1/2 hours per day.



GOAL: To provide vocational (career) options to disadvantaged urban youths not attending regular schools.

OBJECTIVE

To provide vocational skills and job opportunities for urban unemployed youths.

Accomplishment

Boston Low-Cost Housing in the Back Bay Section (Southend) of the city has proposed to provide vocational training in "landscaping" and horticulture for "hardcore" urban youths. This project has been delayed because it was late in receiving its funding. On-the-job training and counseling are part of the training design. It is scheduled to start in September, 1973. 48 trainees are listed for training. The training will be Post-Secondary and Secondary, 5 days per week, 6 1/2 hours per day, two "6 months cycle."

OBJECTIVE

To provide Consumer and Homemaking training to disadvantaged persons in the inner city area.

Accomplishment

United South-end Settlement had provided training for Welfare Recipients in Homemaking Services and Family Day Care Services. 25 trainees completed this training and were placed.

Programs in Child Care, Food Management, Consumer/Homemaking, and Urban Home Economics, were developed in Boston, Haverhill; Worcester, Fall River, South Boston, Dorchester, Brockton, etc. 2,000 students at the secondary level were trained. 25% of time was spent each four course training program--5 days per week.

OBJECTIVE

To provide vocational skill and job opportunities for the disadvantaged through a network of Mobile Occupational Development Education Laboratories (Project M-O-D-E-L) - Mobile Trailers.

Accomplishment

Project's management scheme for managing and implementing the system, has been developed. Occupational/Career Education curriculum materials, tests, selected marketable entry level job skills for training personnel have been developed.





MULTI-LEVEL  
HANDICAPPED

GOAL: To develop an appropriate occupational education curriculum guide for the handicapped.

OBJECTIVE

To provide appropriate curricula for the handicapped and search out areas of overlapping service or gaps in service.

Accomplishment

Specialized Curricula for the Handicapped have been developed at Cape Cod Regional, Greater Lowell Regional, Minuteman Regional, Chicopee, Public School, et. al. The target populations have been designated by school districts, age, level of education, kind and degree of handicap, at the Secondary level.

GOAL: To develop the methods and procedures as to how the adult handicapped can enter the higher education system as students.

OBJECTIVE

To increase the number of instructional programs for the adult.

Accomplishment

This special vocational education program is presently in operation at Springfield Technical Community College, and has provided 25 multi-handicapped adults with skills in the Bio-Medical field---installing, repairing, maintenance, and replacement of Bio-Medical and regular medical electronic equipment in hospitals, industry, and research laboratories.

Both men and women are represented in this Post-Secondary adult training. It includes the physically handicapped, wheel chair trainees, disabled veterans, etc. These multi-handicapped trainees reflect generally the racial, ethnic, composition of the metropolitan Springfield area.

The training is twelve months in length, minimally to complete the skill training and educational/psychological/physical rehabilitation. Special support and help have been supplied in the form of video tapes and audio tapes produced especially for the Program by the present Bio-Medical Faculty at STCC. The program has worked closely with the Massachusetts Rehabilitation Commission, the Veterans Hospital of Northampton, and other hospitals and agencies working with the handicapped. The program is afforded all of the resources available to the non-handicapped student population, and follows closely the STCC time schedule and credits requirement: The handicapped trainees may apply their credits toward the regular Bio-Medical Technology Program and obtain an Associate Degree after two additional semesters of study.





The technician at graduation has a skill to install, repair, maintain, and in some cases, sell Bio-Medical and medical electronic equipment. At the end of the twelve months training cycle, 20 of the trainees have been promised job-placement in the Bio-Medical or related fields, by hospitals and agencies, and laboratories in the area have committed themselves to employing handicapped persons to assist their staff Bio-Medical technicians and engineering personnel.

Because of the present success of this program, its rehabilitative and employable potential, and the recognition of the need for other handicapped programs offered at the Post-Secondary level, it is certain that it will serve as a "model" for reaching more multi-handicapped groups in the state.

GOAL: To modify vocational education programs as model programs for the handicapped.

#### OBJECTIVE

To identify programs appropriate for career development and training for the handicapped, and also for those with drug related or alcoholic problems.

#### Accomplishment

Three Experimental "Drug Rehabilitation" Occupational Education Training Programs have been started in the State: Project TURNABOUT, Washingtonian Center, and the Gloucester Community Development Council. These projects provide "Ex-Drug Addicts" with vocational skills and counseling in the "world of work." 85 trainees are presently involved. Counseling includes 7 days each week with 5 days per week in skill development.

Vocational Education for "Ex-Alcoholics" is being provided in Westborough State Hospital in collaboration with Worcester Trade School.

Westfield State College is developing a "slide tape" presentation to specify the most optimum procedures for teaching the mentally retarded, the Blind, the Deaf, Physically Impaired, and the Emotionally Disturbed.

PROJECT "TURNABOUT" - A VOCATIONAL EDUCATION GUIDANCE/REHABILITATION COUNSELING AND TRAINING FOR "EX-DRUG ADDICTS IN THE METROPOLITAN BOSTON AREA (Roxbury and Brighton), Brighton, Massachusetts.

This project (vocational education program) is unique in its scope in this part of the country. It was started in January, 1973, to provide "Ex-Drug Addicts" with intensive therapeutic treatment, prevocational counseling in the "world of work," and vocational training and rehabilitation. It has prepared these multi-handicapped, emotionally and psychologically handicapped drug-dependent young adults for employment where possible, or to develop a particular skill which could be used for obtaining self-employment status.





Sixty started the program at the first of the year. Both young men and women are represented in the training: 45 males and 15 females. Presently, 25 are in the prevocational counseling, 12 in the printing program, 4 in photography, and 10 have completed training and have been placed on jobs: (5 in auto body and repair, 2 in metal fabrication, and 3 in clerical). The trainees are economically and educationally disadvantaged as well as emotionally and psychologically handicapped.

The instructional design was modular with an entry-exit phase. Classroom instruction reinforced shop training. Program was developed in conjunction with the Department of Mental Health Personnel and Department of Youth Services personnel and resources. Cooperative efforts between project and auto garages were also made. The trainees daily attended counseling and classroom training: Skills taught were reinforced in "on-the-job" training.

The instructional content of the program is consistent with and directly related to the specific educational, social, psychological, and occupational needs, concern, and capabilities of the trainees. It included those basic educational or prevocational skills necessary for the particular vocational skills to be taught in the program: Remedial Education in English and Reading (word recognition, basic comprehension abilities, and following directions); Remedial Education in Math when appropriate (understanding measurements, etc...). Clerical and Office Skills (typing, billing, filing, etc.), and subsequently vocational training in auto mechanics. Intensive therapeutic counseling and guidance preceded this basic educational and vocational training.

Training hours were flexible, with at least 3 hours per week for vocational and job preparatory counseling, 3 hours per week for vocational instruction, and group counseling daily. The training cycle consisted of recruitment and counseling, pre-vocational basic therapy, vocational training, placement and follow-up, and vocational testing. This was all preceded by diagnostic screening, to minimize unrealistic goals and aspirations of the trainees---and to direct them to the realizations and realities of the present job market.

This program has been quite effective: After seven months of training, ten trainees have completed the program and have been placed. Twenty-five in guidance and treatment, sixteen in vocational training. Fourteen were dropped, but were replaced by another 14. Young adults and youthful drug offenders are referred to this program through the Departments of Mental Health, Norfolk county, Plymouth County, and the Department of Youth Services. They are carefully screened, and are under constant guidance and supervision.

OCCUPATIONAL EDUCATION FOR THE MODERATELY RETARDED, South Middlesex Regional Vocational Technical High School, Framingham, Massachusetts.

This program provided moderately retarded students to learn vocational skills in the following areas: nurses aide, food services, building and ground maintenance, and hotel-motel maintenance.





Sixty-one moderately retarded trainees, 16 years of age and over, average at present 18.4 years: 28 boys and 33 girls. This project presently serves seventeen towns with a population of approximately 300,000 persons.

Basic maintenance and Groundskeeping, Food Services, Hotel-Motel Maintenance, and Supportive Nursing Services, make up the instructional content. Guidance reinforces the scope of the major goal---which is to provide a broad and comprehensive program of integrated and coordinated services---which will be directed toward physical, mental, social, and vocational adjustment of the moderately retarded, in order to nurture acceptable behavior for permanent job placement.

Methods of instruction include four phases of training making up the overall program. Phase I consists of the diagnostic and personal evaluation of the trainee. Phase II deals with the educational prescriptions which provide solutions to the educational and vocational problems discovered in the diagnostic phase of the design. Phase III provides four simulated job training units fully equipped and operational, to provide realistic work experience for the trainees. Phase IV which is evaluation is an ongoing process.

One-third of the time is spent in formal instruction, one-third in work-experience, and one-third in laboratory experience. Daily schedule: 6 1/2 hours per day, 5 days per week, and 40 weeks per year.

Commitment and active cooperative support from business and industry in terms of employment, job placement, and on-the-job training, all provide potential employment for those successfully completing the programs. The program has been operating quite successful for this population since 1970. Because of its success, similar programs are being planned for other educational institutions in other sections and school districts in the Commonwealth.

GOAL: To more clearly identify handicapped individuals needing vocational training.

#### OBJECTIVE

To increase the number of handicapped students entering vocational programs.

#### Accomplishment

Opportunity Center for the Handicapped (New Bedford) provides multi-handicapped adults and youths opportunities to receive evaluation training in specific job areas according to their needs and capabilities.

More Research and Development is presently being initiated in projects such as Project CAREER and the Regionalized Program for Special Education at Marblehead Public Schools, and Waltham. Mechanisms for reaching more handicapped categories are presently being developed.



#### PROJECTS BY AREAS

Fourteen projects were initiated by Regional Vocational and Technical Schools. Eighteen projects were initiated by Comprehensive High Schools. Thirty projects were initiated by Non-Profit Agencies who specialize in Vocational Education for the Handicapped. One thousand five hundred and seventy four students are enrolled in the above projects. In the Vocational and Comprehensive schools, 25% to 100% of the time is spent in the special training and counseling so necessary for the Handicapped. Non-Profit Agencies provide vocational counseling, training, and build the program around the need.





## POST-SECONDARY EDUCATION

GOAL: Development of quality technical education in vocational schools and community colleges in order for individuals to be accepted by industry with saleable skills.

### IMPLEMENTATION

In Fiscal Year 1973, under P.L. 90-576, 8 schools and 13 colleges offered 62 courses in 37 occupational areas with an enrollment of 2500 students. Post-secondary occupational educational programs are designed primarily for youths and adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market. In Massachusetts, thirteen community colleges enroll 11,462, students in 56 career areas and 178 courses. Under Chapter 74, state law, twenty-six public vocational schools enrolled 2866 students in 32 occupational career areas and 93 courses. One private junior college received funds under P.L. 90-576 (P.L. 92-318) to develop learning activity packages in two career areas of nursing and dietetics. In FY 73, \$1,241,859 of P.L. 90-576 Part B funds were assigned to support 37 occupational areas:

Vocational Schools	\$ 245,740	( 20%)
Community Colleges	949,821	( 76%)
Private Junior Colleges	<u>46,298</u>	<u>( 4%)</u>
	\$1,241,859	(100%)

In fiscal year 1973, of the five objectives of post-secondary technical education, three were met completely, namely, the processing of post-secondary proposals, technical assistance to local educational agencies, and program information dissemination, while two were only half completed. The evaluation aspects for on-site visitations and achievements of goals was not fully accomplished due to the lack of sufficient manpower in the office of technical education.

It is hoped that this will be corrected with the appointment of another supervisor in the State Education Agency for fiscal year 1974, and an acceptable instrument for a third party evaluation. During fiscal year 73, some 136 proposals were processed, reviewed, evaluated, edited, and 63 were submitted to the Board of Education for approval. Technical assistance was provided to administrators opening new vocational-technical schools, and guidelines of the Board of Education and Board of Higher Education are now being implemented in every case wherein a Chapter 74 school seeks to offer a post-secondary occupational area. Six regional workshops were conducted throughout the Commonwealth to clarify, assist, and inform the private non-public sector, the vocational schools, and community colleges on guidelines and general procedures for filing program proposals for post-secondary education.

A Division Directory for adult, technical, private trade and apprenticeship schools was published (5,000 copies) and distributed to the various public and private agencies, including every library in the Commonwealth. It has been enthusiastically received by guidance counselors, students and librarians.





Of the 63 approved and funded FY 73 programs, one-third of twenty of the funded programs were in the health occupations area, the fastest growing field in our economy. To help meet the demand for health workers, educational programs have been established and expanded in six vocation-technical schools, thirteen community colleges, and one non-public junior college. Geographically, 90 (ninety) percent of the allocation of funds in the health area, 18 programs were distributed for the categories of economically depressed areas and areas with high rates of unemployment in the Commonwealth.

Another third of the funded programs in post-secondary category was awarded to business and office occupations. Of the 21 programs, three in vocational-technical schools and eighteen in community colleges. Geographically, the distribution displayed 90 percent of the funds allocated to areas with high rates of school dropouts, unemployment and economic depression. Clerical and secretarial office training was emphasized to meet the increasing demand for the development of marketable skills for the office automation age. Expansion of career programs in the use and operation of unit record equipment and computers is noted. The correlation of office occupations programs to areas of greatest population density is ninety-five percent.

Toward the goal of developing technical educational programs to meet current needs, twenty-five percent of the funded programs, or fifteen awards, were given to Building Construction, Architectural Drafting, Fire Science, Land Surveying, Marine Technology, Electro-Mechanical Technology, and Police Science.

Four program awards were made for preparation in the care and guidance of children instruction area. One hundred percent of the allocation of funds to these areas met each of the priority needs of the State Plan: economically depressed area, high rate of unemployment, high rate of school dropouts, and greatest population density.

Post-secondary students spent 60 percent of their school time in occupational education.

#### ADULT EDUCATION.

GOAL: Development of Quality Adult Training or Retraining programs for persons 16 years or over; employed, unemployed and underemployed, under P.L. 90-576, Chapter 74 and Chapter 837, in order to upgrade and retrain individuals.

#### IMPLEMENTATION

Fy 73 under P.L. 90-576 saw 10 schools participating in 24 courses which included 22 occupational areas with an enrollment of 807.

Under State Law, Chapter 74, 38 schools participated in 382 courses which included 55 occupational areas with an enrollment of 29,173. Total Adult enrollment for FY 73 was 29,980.

School evaluations were completed by April 1, 1973, as scheduled. Of the 30 schools evaluated only one was found to be operating outside of the regulations of this Division, and all courses (5) were disapproved for reimbursement. Eleven other school were mailed follow-up letters with recommendations for improving their programs. All other programs offered well structured educational opportunities. A new and accurate list of courses offered throughout the State has been compiled and will be updated annually.





Technical assistance has been increased to seventy-five percent. This was accomplished through the use of a Statewide Adult Advisory Committee that met four times during FY 73 with the State Supervisor and three times with their individual regional groups, to supply input from/to the main Committee. In May of 1973, a workshop was conducted for local administrators to inform them of new policies and procedures to be used during the school year 73-74. Several other meetings were requested by administrators seeking assistance to initiate Adult programs.

Approximately 200 guidance counselors were supplied information on Adult Occupational program offerings; five meetings were conducted at regional offices throughout the State. Time constraints of the school year and office workload deterred us from conducting the sixth and final meeting.

All proposals (52) were processed on schedule. Twenty-four programs were approved; three in Health Occupations, three in Office Occupations, 17 in Trade and Industry and one unique Exploratory Program. The Health Occupations programs had total enrollment of 141 students, total funding of \$26,276 and an average per pupil cost of \$186.00; the Office Occupations Programs had a total enrollment of 80 students, total funding of \$5,960 and average per pupil cost of \$75.00; the Trade and Industry programs had a total enrollment of 566 students, total funding of \$58,204 and an average per pupil cost of \$103.00; the Exploratory Program had a total enrollment of 20 students, total funding of \$5,560 and an average per pupil cost of \$278.00.

All of the above programs were evaluated on schedule. The on-site visits provided an actual enrollment count of the projected enrollment. The actual enrollment figures total 807 students while the projected enrollment figures total 1,063. Programs evaluated proved to be worthwhile and were operated efficiently.

Twenty-one of the 24 programs funded were in areas of high rates of unemployment and economically depressed areas. The other three programs were in Community Colleges that serviced people from the surrounding areas classified as above.

The average time spent by students in Adult Occupational courses, with the exception of Apprentice Training (150 hours), is 120 hours per year. Classes generally meet twice a week for three hours each night.

"Project Explore" is a unique exploratory program for educationally disadvantaged adults.

Shawsheen Valley Regional Vocational in Billerica, Massachusetts, is the school that originated this program.

Total funding for this program is \$5,560. Twenty adults, male and female, ranging in age from 19 to 48 years; population made up of students who have not completed high school and whose reading level ranges from 1st grade to a high of 5th grade. These students are mostly unemployed and a few are working part time.





Students were selected, tested, and allowed to choose from 12 different occupational areas for exploratory experiences. The 20 students selected were aided in their selection by the testing program and guidance counselors. Provisions have been made to allow each student to rotate through at least 4 areas of occupational training. The results will be evaluated and the students will then embark on a more intensive training in the area mutually agreed upon by the Guidance Department and the student.

### Evening practical Arts

During F.Y. 73, 155 schools conducted 2,128 classes which included 44 different state reimbursable courses in the occupational areas. These programs are reaching an estimated 45,000 adult Massachusetts residents. The residents taking advantage of these programs find them to be enriching and, many times helpful in seeking employment.

This past year many new courses have been added to the list of reimbursable programs. Three that are rapidly growing in popularity are macrame, leaded glass, and vestamayd rug making.

Almost all of the subjects offered are basic to homemaking and consumer interest, auto maintenance being one exception.

In most schools, instruction is offered for twenty weeks, three hours per evening, one evening per week; a minimum of sixty classroom hours is required.

### Apprentice Training

GOAL: Develop and improve related training courses for indentured apprentice in conformity to State Law Chapter 707 and Chapter 74.

### IMPLEMENTATION

Fiscal Year 1973 had 35 schools participating in 278 courses which included 48 occupational Areas with an enrollment of 4,354 apprentices.

In compliance with Chapter 23 of the General Laws, the Division of Occupational Education is required to offer a minimum of one hundred and fifty hours of related instruction. This instruction is offered, generally, three hours an evening, two evenings per week. In some cases, as a convenient to the apprentice, classes are held on Saturday for six hours. But in all cases, a minimum of 150 hours a year are offered.

The passage of Chapter 760 of the General Laws has improved the scheduling of the apprenticeship classes and solved the non-resident problems in the Joint Apprentice Committee programs.

As the result of the close liaison with the Division of Apprenticeship and Training, the Bureau of Apprenticeship and Training and the Local Training Directors, Journeymen classes have been conducted with great success and plans to extend these classes in the future have been formulated.

Classes aimed to prepare the Spanish speaking students for entrance tests and examination into apprentice training have been very successful in the Boston area. Plans to continue and expand these classes have been discussed with the Apprentice Information Center Coordinating Committee, the Apprentice Information Center (A.I.C.), and the Massachusetts Apprentice Council.





In 1973, four of the six objectives of apprenticeship training, were met. Notably, these four exceeded the goals, with a new high of 4,354 trainees.

A five year course of study for plumbers was developed, compiled, printed disseminated and is being adopted by the 31 apprenticeship classes, comprised of 620 apprentice plumbers. This course of study was acclaimed with enthusiasm by all teachers and training directors of apprentice plumbing.

Four regional meetings were hel for all the L.E.A. and supportive staff. All apprenticeship procedure, rules and laws were explained in full, also new laws and legislative acts were dis cussed and reviewed. The question and answer section gave a new overview to all in attendance.

The entire 29 systems (over 200 classes) were supervised and visited at least once, while systems with problems or needs were revisited many more times. Alll classes showed a marked improvement due to the improved understanding by the L.E.A.

All meetings of the Apprentice Council, Advisory Council, Coordinating Committee and Training Director were well attended with a result of better understanding of the functions of all concerned.

#### Private business Schools

In FY 73 forty-one Private Business Schools received an original license representing ninety-five courses which included thirty-three occupational areas with an enrollment of 8,800 students.

Control books and charts were established and organized indicating the evaluating criteria of all statistical data relating to course offerings and student enrollment.

Relative information of the Private Business Schools ere disseminated to the public upon request. In addition, a series of workshops were presented by the Bureau of Post Secondary to include 240 guidance counselors throughout the Commonwealth.

Of the original schools approved for licensing, two schools had not met the requirements and therefore were recommended for further legal action.

The average time spent by students attending the Private Business Schools average 25 clock hours, 5 days per week, 5 hours per day. Part-time evening enrollment was also available, averaging 5 hours per week.

In FY 74 it is anticipated that a greater emphasis will be made to evaluate the evening programs in order that a uniformity of classroom evaluation be established.

Chapter 75D, The Education Law governing the licensing of Private Business Schools, defines a Private Business School as one that is maintained or classes conducted for profit or by charging tuition for the purpose of teaching business administration, accounting, data processing, computer operation, secretarial skills, sales techniques or social skills, habits or customs and any othe Private Business School not regulated by any agency of the Commonwealth. At the present time, the definition excludes from licensing any school or college regularly chartered and aughorized by the Commonwealth to grant degrees or a school conducted for the education and training of his own employees.



## Private Trade Schools

All schools required to be licensed were visited prior to the renewal of license. Thirty-nine Private Trade and 16 Correspondence Schools were evaluated. Field reports and follow-up letters were recorded for each visit and properly filed.

Control books and charts were established and organized indicating when schools were evaluated. Statistical data reflecting the number of courses offered and student enrollment were generated in these control charts.

Teacher training courses were offered for eligible instructors. Fifty-two Private Trade School teachers completed a course in an approved methods of teaching offered by the Division of Occupational Education.

Information on Private Trade and Correspondence courses were disseminated to the public upon request. A directory of course offerings and general information about the licensing of Private Trade and Correspondence Schools was presented to 240 guidance counselors in a series of workshops presented by the Bureau of Post-secondary Occupational-Technical Education.

The average school time spent by students attending Private Trade Schools average 30 clock hours, 5 days per week, 6 hours per day. Part time, Saturday and evening enrollment was also available, average 6 hours per week.

In as much as each school was visited at least once, it is hoped that in FY 74 a greater concentration will be made on classroom presentations. A schedule of classroom visitations will have to be developed in addition to the annual visitation.

## Private Correspondence Schools

In FY 73 sixteen Correspondence Schools operating in the State of Massachusetts were licensed and thirty-three out-of-state Correspondence Schools were registered. Home Study courses that were offered included eighteen from licensed schools and thirty-three from out-of-state schools. Enrollment data indicates that over 6,000 students participated in licensed Home Study courses.

Chapter 75C of the General Laws defines a Correspondence School as any school maintained for the purpose of providing instruction by correspondence in any field of study for a tuition charge of profit but shall not include a Correspondence School having no place of business in the Commonwealth, or such schools maintained or conducted by employers for their own employees, or schools operated by religious institutions.

Chapter 75C also requires that agents representing Correspondence Schools be bonded and licensed by the Department of Education. It is the policy of the Office of Private Schools to interview each representative upon application for an original license. Statistics indicate that over 260 representative were licensed in FY 73 and one Correspondence School received an original license and 15 Correspondence Schools were re-evaluated for licensing.





GOAL: To maintain and promote improved research, diffusion, and evaluation programs.

OBJECTIVE

To promote Career Education and related Career Development throughout the Commonwealth.

Accomplishments

The major thrusts of Project CAREER Activities during the second year of development have: refined the process for the generation, validation, coding, and addition of instructional information of performance objectives; broadened the funding base with the addition of Project CAM, designed to up-date the data bank; and continued the implementation of data in the selected pilot schools.

The Project's development was devoted to adjusting our computer career information to the particular needs of the three experimental pilot environments. The second year also included the creative development of elementary operational models designed to utilize data bank out-puts and the pilot testing of these models in LEA elementary feeder schools. Limited information on instructional continuums within selected occupations will be available for all schools at this time.

The basic purpose of this program is to equip elementary, junior high, secondary and post-secondary students with the skills and knowledges to perform more successfully in entry level occupations by: selecting 100 current, new and emerging occupations, which appear to offer long-range employment opportunities, analyzing the performance required of persons entering these occupations; obtaining and/or generating these performances; and validating these performances by qualified sources. The following breakdown of the process incorporates a step by step analysis of the increase in production achieved during the past fiscal year.

An in-depth economic analysis was conducted, the result of which has been the determination of 100 occupations for investigation by Project CAREER.

The research and investigation into economic and labor trends took into account sources of information such as the Bureau of Labor Statistics, the Division of Employment Security, industrial surveys, and 1970 United States Census Figures.

Task analyses were identified from a variety of sources including other federal projects, state departments of education, manpower institutes, and unions. As of June, 1973 the number of task analyses collected has increased to approximately 150.



The two primary thrusts in our behavioral objective collection were:

- a. Our own "in-house" search from a list continually under development and expansion.
- b. External contracting to consultative agencies.

The conversion process is simply a systematic way of upgrading test items, task statements, and poorly prepared behavioral objectives into performance objectives of acceptable quality. Training in this process will be provided for all participants. As of June, 1973, 19,846 performance objectives have been generated in the Conversion Process. These are three-part, Mager-type objectives indicating condition, performance, and extent.

Each performance objective is coded with its appropriate DOT numbers and a USOE Instructional area number.

Also in the LEA's Career Education Resource Centers were established and the formation of LEA Advisory Councils began. The Project CAREER lesson plan format was designed and expanded, and a pre and post assessment instrument was developed. A major presentation of the lesson plan format was made in Texas at the annual Council of Exceptional Children's Convention. In addition, "A Conceptual Model of a Career Development Program for Special Needs Students" was presented at the Massachusetts Council for Exceptional Children's annual convention.

Special needs consultants were hired in order to begin the coding system.

A mini-course, accredited at the University of Massachusetts (Amherst campus) and instructed by the Resident Intern, was based upon an analysis of the Project CAREER process and implementation of the data.

Project CAREER, when fully developed at the conclusion of the current three-year experimental phase, will have the potential of enabling students to relate themselves to the world of career development in a practical way. Of necessity, the Project is a cooperative effort based on the interaction of business, industry, and education. This triad will facilitate the participation of Project CAREER students in meaningful occupations and/or further educational endeavors.

## OBJECTIVE

To establish a pilot Career Education Document Information System (CEDIS) based upon a data storage retrieval and utilization of selected career education curricular information.

## Accomplishments

CEDIS answers the challenge that each high school graduate be provided with the options of either continuing in higher education or entering the working world with useful and salable skills. In keeping with this objective, Project CEDIS is developing a leading educational information data bank in Massachusetts.







CEDIS currently relies on ERIC (Educational Resources Information Center) for most of its materials. ERIC contains more than 118,000 documents - on both computer tape and microfiche (a form of microfilm) including curriculum guides, research studies, project reports, and instructional materials. Within the ERIC framework, there are three indexes - AIM (Abstracts of Instructional Materials in Vocational-Technical Education), ARM (Abstracts of Research Materials in Vocational-Technical Education), and RIE (Research in Education) - to help meet the rapidly-growing need for more career-and occupation-oriented information.

Previous means for disseminating educational research findings and conclusions have not fully met the special needs of the occupational educator, but Project CEDIS is quickly changing the situation by providing administrators, teachers, curriculum developers, and guidance counselors with professional staff-development and the means for educational self-renewal through in-service training in the use of an information system. For example, CEDIS teaches its system-users an understanding of The Thesaurus of ERIC Descriptors; it shows them how to select and order ERIC microfiche from the various indexes; and CEDIS also helps others define a problem specifically so the best solution can be found.

CEDIS can help people conduct manual-search operations. Most people seeking help from CEDIS ask for microfiche, which is easily sent out by mail.

How does a school become part of the CEDIS network? Because the project is supported by state funds, any public school in Massachusetts offering an occupational education program is eligible to join, and will be incorporated into the program by following a five-step pattern:

- . Initial Contact. CEDIS actively recruits among the top administrators of different school systems, outlining their objectives and setting up appointments for further discussion.
- . First Meeting. The CEDIS representative meets with the school administration and staff to explain details of the project and how it might best serve the school. There is no charge to become a member of the CEDIS network, and CEDIS provides free training in the use of the system at the school. The school agrees to become a part of the CEDIS network at this point, and when written confirmation from the superintendent reaches the CEDIS project director, a school staff-member is usually appointed to serve as a "linker" to CEDIS. In turn, CEDIS supplies this representative with full information and forms for purchase of indexes and readers.
- . Introductory Session. This usually takes place during a regularly scheduled faculty meeting. CEDIS personnel describe how the project functions to help the school fulfill its information needs.
- . Workshop Sessions. CEDIS personnel are available to network schools for workshops or individual instruction in the use of ERIC indexes and information requesting.



- . In-Service Training. Most schools conduct these sessions in their libraries or other convenient locations. Again, on a voluntary basis, CEDIS personnel give individual instruction in use of the system.

Many schools are taking advantage of CEDIS, and commitments to the project are increasing in the form of purchasing microfiche readers, reader-printers, and the complete ERIC indexes for staff use.

## OBJECTIVE

To establish for the Division of Occupational Education, a pilot Management Information System (MISOE) to provide necessary management support service at the state and local levels.

## Accomplishments

The Management Information System for Occupational Education was under full development during the year ending June 30, 1973. Its purpose is to provide an empirical basis for planning and managing occupational education in Massachusetts. The characteristics of the Management Information System are available in a number of publications and include:

- 1) A Census Data System which has been integrated with the Department of Education basic data files and includes information which describes the enrollments by grade in occupational education programs, expenditures by occupational education program and a rich data base describing the general characteristics of occupational education in Massachusetts.
- 2) Learning objectives (TERMOBS) for 20 high enrollment programs of occupational education in Massachusetts accounting for 80 per cent of the enrollment which describe the entry level job capabilities by occupation. These are important management tools in that they describe the relationship between curriculum and impact in a way that does not standardize occupational education since TERMOBS will be selected by the faculty of local education agencies if they are determined appropriate.
- 3) Sample Data Systems which describe in detail the kinds of students being served by occupational education, salient features of the education process, relationships between student characteristics, the education process and resulting occupational capabilities (TERMOBS) as well as relationships between the occupational capabilities of students when they complete a program and their impact upon society over time.
- 4) An interactive computer system such that management can have instant access to Sample and Census Data Systems.
- 5) The adoption of Dynamic Simulation to the planning process of occupational education.





MISOE's measure of the impact of occupational education of students on society overtime empirically estimates the differential behavior of occupational education graduates in terms of the other nine generalized goals for education in Massachusetts and compares their performance to students who have not had occupational education as an empirical basis for determining the optimum occupational/non occupational education mix. In addition, the Product Battery of MISOE contains the test of general education development which estimates the basic communication skills of occupational education graduates in a way that allows comparison to non-occupational education graduates. It must be pointed out that the MISOE-SDS Systems are longitudinal in nature and provide a basis for understanding consequences of a variety of educational programs for a wide student population range. MISOE Data Systems are purposefully structured to present a cost/benefit description of alternative program mixes.





## EXEMPLARY - PART D

GOAL: To maintain and promote improved exemplary programs, projects, processes and related staff development for implementation throughout the Commonwealth.

### OBJECTIVE

To establish a pilot curriculum development system for Career Development/ Career Education, whereby the employability of handicapped students will be enhanced.

### Accomplishments

#### Project CAREER: Handicapped and Guidance Components

Project CAREER is an educational process which runs the spectrum K through adult. Integral components of the Project are being developed in the areas of guidance (Project CAREER/Guidance) and the special needs population (Project CAREER/Handicapped). The primary goal of the integrated components is to establish a career development program which will facilitate the learning and understanding of marketable skills, basic educational concepts, attitudes, and personal information necessary for successful job performance within selected current, new, and emerging occupations. Programs will be implemented in the three local educational agencies: Springfield, Milford, and the Blue Hills Region.

During this past fiscal year 1973, a primary role played by the guidance personnel was the development of materials based upon CAREER computer information, behavioral objectives, and the appropriate adjustment processes and procedures necessary to prepare the student for successful performances in the world of work. These guidance materials deal with the attitudinal qualifications and the personal attributes of successful jobs incumbents. In the elementary and middle school classroom, the Guidance Component endeavors to convert specific skill analysis and world-of-work information into student centered career awareness and exploration activities.

Specific accomplishments include: instructional packets, occupational briefs, community resource programs, career preparation analysis charts, career ladders, and the establishment of Career Information Centers containing wide collections of career information. Also developed were student inventories, instructional packages, workshops on the uses of behavioral objectives, and evaluative techniques.

A Guidance Coordinator was added to the central staff and coordinators were appointed at each level in each LEA. Two in-service training workshops were held dealing with the topics "Use of the D.O.T.", and "Minimal Requirements for a Career Information Center."



The Handicapped Component simultaneously utilizes the Project CAREER behavioral objective data base to expand the career options presently deemed appropriate to the Handicapped. This data base is analyzed and coded in such a way as to assist the development of career programs tailored to the special needs of the handicapped. The major thrust is to design and implement the curriculum so that the students will achieve sufficient skills which would enable them to function in an integrated classroom setting. A most effective by-product of this is that within each of the LEAs a multi-disciplinary team composed of academic, special and vocational educators will plan, design, and implement the program. The career education concerns of the handicapped will therefore become a prime issue among all the disciplines within the schools.

LEA personnel became involved with the Component during the 1972 summer workshops and thereafter prepared the production of units for a classroom pilot demonstration in October. In-service training sessions were held for the LEA career education teams so that through their understanding of the base data and how it is developed they would design and implement further career development programs.

#### OBJECTIVE

To establish an evaluation diffusion model, reports and guidelines for career education activities, to assist and promote program planning development and operation throughout the Commonwealth.

#### Accomplishments

Project E/D Model - Guidelines and report forms for proposals relating to funding under Title I - Parts C and D have been completed and were available for public distribution as of June 1973.

The focus on those target populations associated with Projects "MECA" and "FEEDER" and the documentation in outline form of "Specific Mini-Models" related to each year has been documented, as well as a generalized Maxi-Model. The dissemination of this information will be augmented by slide cassetts (in preparation) to aid in implementing these model programs throughout the State. It is anticipated that this program will provide for the successful expansion of Vocational/ Occupational and related career education opportunities within the priorities of the Department of Education.

Project FEEDER - This project entitled "VOCATIONAL FEEDER PROGRAM AT THE JUNIOR HIGH SCHOOL LEVEL" was developed by the Easton Public Schools in cooperation with the Massachusetts Division of Occupational Education. The purpose of this program is to broaden the experiences of those students who are interested in the training programs offered at the Regional Vocational School. (Easton is a member community of the Southeastern Regional Vocational Technical School District). About 24 students from Easton participated in the Project this past year and were enthusiastic about investigating the world of work. Within this program is a development of an "Occupational Information Center",







which offers print and non-print material on the world of work, along with in-depth information on many specific occupations. This facility will be available to all persons in the school and community. It is anticipated that such preparation will provide the student with social interaction in his studies, in extra curricular activities, and for democratic participation in the formulation of school policy and the direction of its social life.

Project MECA - Project MECA has successfully provided an alternative avenue to vocational education for twenty-four students who are desirous of such training but unable to obtain it for a variety of desparate reasons.

A more heterogeneous group of students than are gathered in the MECA Program would be difficult to find. Yet, "accessability to desired training" has proved not only to have substantial school-holding power, as far as MECA students are concerned over the two years of the program, but also has effected a number of remarkable affective changes in both MECA students and those who teach them.

The MECA Program's "alternative avenue" to vocational education is an extended school day program which jointly utilizes the resources and facilities of two very different schools in neighboring districts. The academic component of the MECA Program is conducted in the morning at the Ford Junior High School in Acushnet, Massachusetts. At the Ford School, MECA students are given instruction in English, Mathematics, Mechancial Drawing, Social Studies, and Art. MECA students then travel by bus approximately seven miles to the Apponequet Regional Vocational School in East Freetown, Massachusetts, where they receive vocational training (and related shop) in the afternoon when these facilities are not used by the regular day students at Apponequet.

In seeking to solve the curriculum problem for the MECA Program, the Ford School has realized the necessity of updating some of its school-wide curriculum and methodology. The most pertinent outcome was the realization by the Ford School that it needed a better reading program for its elementarygrades. Thus, joint utilization seems to facilitate various "spin-offs" which are program results as much as those of the more planned variety.

Project RECENT - The objective of this feasibility study is to:

1. Explore in-depth and catalog for comparative or decision making purposes the complete parameters of a residential vocational situation.
2. Explore and readily reveal approaches to amplification of methods to expansion of occupational offerings throughout the Commonwealth.

This feasibility study was conducted utilizing an incremental approach as follows:

1. Preliminary information gathering, site visits, development of major factors, and the submission of monthly reports to the Division of Occupational Education.



2. Conduct an investigation with heavy emphasis on the utilization of water based facilities.
3. The submission and publication of prospectus resultant from completion of project.

Site Visits - on a needs basis, are being made to various locations throughout the duration of the Project. At completion of site visit, data accumulated is categorized and stored for ready access. Detailed report of visit is made with implications bearing on project included within major task assignments.

Surplus Vessel, Day School - Use of surplus available vessels as a Day School situation has been fully explored and this portion of Task 2 is complete. Situations surveyed were many and the category of vessel deemed feasible for use was a surplus Aircraft Carrier. Approximate costs for conversion of a "mothballed" Aircraft Carrier to a 3,000 day student load range between \$3,500,000 - \$4,000,000. These cost estimates do not include architects fees, administrative or shop equipment. This portion of the study reveals a cost saving of some 60% as compared with duplication of some 553,000 square feet (available Carrier space after conversion) of new construction in an urban setting. Time involved for acquisition and conversion would approximate 18 months.

New Vessel Construction, Residential School - In addition to the estimated cost of new vessel construction of \$3,135,000, approximately 800 thousand dollars would be required to offer family life services to some 100-150 students. Since the schoolship complex would afford only 79,000 square feet of useable space recreational and social activities were not included in this model. A savings of 15%, would appear available. If 10 or more schools of this type were to be built, a savings of up to 33% may be achieved. Time to construct such a complex would approximate one year. Estimate does not include school equipment.

Data is still being gathered on the lease or rental of available sites in the State. In addition, the investigation of remodeling school facilities and industrial complexes is still in progress.

#### Lease of Ships Designed for School Situations

##### Report of Visit to Schoolship John W. Brown:

The S.S. John W. Brown was acquired by the City of New York from the reserve fleet of the U.S. Maritime Commission. The vessel is a Liberty Ship (cargo) built in the early 1940's and modified for limited troop use during World War II. It has been utilized as a Schoolship since 1952, and is berthed at Pier 42, Morton Street, in the borough of Manhattan in New York City. The Schoolship accommodates approximately 300 students drawn from a City wide open enrollment system. Occupational classes are carried on in the Maritime Trades Cluster and they include deck trades, ship engineering trades and ship's steward trades. The Food Service classes are no longer held on board the Schoolship as they have been transferred to the parent Food and Maritime Trades





High School at 208 West 13th Street, New York City. Students commute from their homes in the City to the Schoolship utilizing the public transportation network. No more than 150 students utilize the Schoolship at any one time.

An Advisory Committee was formed and assisted in obtaining the vessel. This lay Committee composed of interested Maritime and other personages, including a retired Admiral, was highly instrumental in acquiring the vessel from the U.S. Maritime Commission.

#### Possession of Vessel

The U.S. Maritime Commission retains ownership of the Schoolship John W. Brown and if the vessel is required (National Emergency) must be returned in reasonable operating condition.

#### Family Education Concept - National Model IV

Report of Visit to Mountain Plains Education and Economic Development Program, Glasgow, Montana

The program is designated by the Commissioner of Education as National Career Education Model IV. This model, designated as the residential model, is to develop and implement residential career education programs for persons living in rural areas. The other three National models focus on Career Education in the school system, with the employer and in the home.

The Center Program is physically located on Glasgow Air Force Base which is about 17 miles north of Glasgow, Montana.

The family is settled into a home at the Center, children placed into various on base or local schools and the entire family receives one week of orientation, testing, and counseling. The family is given 75 dollars a week for a living allowance. A standard fee of 40 dollars per month is assessed each family as rent.

After the first week, a standard procedure is to place the family unit in a four week schedule which assesses the unit as a whole and prepares the family for the fixed schedule that is developed as a result of this assessment. An individualized curriculum is developed for each family, which has the flexibility for change as the family progresses in the program.

The head of household, whether male or female, is required to participate in the program for 40 hours a week. The female or spouse, not the head of the household, may participate in this 40 hour per week schedule if the family situation permits. In all cases, she must participate at least 20 hours per week.

The Career Education program is in three phases. They are awareness, exploration and preparation. In the awareness phase, attention is directed towards the requirements and responsibilities of different job situations and enables greater understanding of the student's educational and social environments. The exploration phase, involves the selection





of a tentative career choice for preparation, based on exposure to career cluster, major occupational groups and major job families, and the relating of these experiences to individual potential, abilities aptitudes, interests, responsibilities and job availability. The final phase is preparation which stresses the development of attitudes and skills necessary to get a job and/or advance as a worker in the field of choice.

The history of the Program and its continuing documentation is the responsibility of the Research Service Division and they have several constructs and emerging techniques for cost analysis, evaluation and reporting procedures. They appear to be well thought out and follow fairly standard constructs in this area although at this time lack of particular computer hardware somewhat inhibits effectiveness.



## Consumer and Homemaking - Part F

To initiate new and expanding secondary level vocational education opportunities to train more young people for employment in meaningful occupations, workshops were run at each regional office to provide technical assistance. Superintendents of Schools, Principals, and vocational educational directors were notified. Each program specialist gave their criteria for submitting the proposals in order to meet the need of the LEA requesting support.

We evaluated 40 Consumer & Homemaking programs. With the aid of cooperative efforts of other supervisors in other areas we were able to measure accountability through the evaluations made. Letters were written informing the school officials of recommendations and commendations in order for them to assess themselves for future progress. As a result of evaluations we were able to assess needs for teacher education and to plan in-service activities such as conferences and workshops.

We improved the quality of secondary level training by instruction which put emphasis in personal, home and family living. Planned teacher Education activities met some needs by preparing teachers in workshops and conferences to clarify the definition of consumer and homemaking and occupational home economics in order to better prepare teachers and administrators to improve the quality of home economics education. One conference which gave the largest impact in this regard was held at one of our newest vocational schools, Bay Path Vocational School, Charlton, Massachusetts, sponsored by Framingham curriculum center. Our program officer Miss Bertha King from U.S.O.E., H.E.W. was presented as the keynote speaker at the conference entitled Occupational Education.

We have successfully completed a consumer education curriculum which was recognized, tested and publicized in the Consumers Union Publication. With the assistance of Framingham State College and staff we were able to write and field test a consumer education curriculum designed for K-12. The test was made in the Westborough and Cambridge schools. The project was coordinated by Mrs. Anna Alden, staff member of the Department of Home Economics under the chairmanship of Dr. Constance Jordan.

### Youth Organizations

FHA (Future Homemakers of America) is one of our popular youth organizations. It has been the responsibility of one of the supervisors of Home Economics to act as State Advisor and direct liaison between the LEA's and National Office (USOE).

### Teacher Education

#### Fitchburg State College

#### Philosophy of Occupational Education for Instructors of Home Economics. Community Services and Consumer Education (3 credit graduate course)

Objective: This course is designed to acquaint the professional teacher with the philosophy, requirements and structure of Occupational Education in its many facets with particular emphasis on areas of Consumer





Education, Home Economics and Community Services in Vocational Schools and regular High Schools. Teachers will learn how to plan occupational courses, write curricula in the behavioral objective format and evaluate funding sources. Current films will be reviewed surveying the complete field as well as specific areas. The importance of Home Economics areas in Career Education will be emphasized.

#### Framingham State College

A major objective of a teacher education program is to prepare the teacher to analyze his behavior and the effect of his behavior on students. With a strong commitment to this objective, the Framingham State College faculty have made a positive move toward the use of self-evaluative techniques. Two such techniques are being employed, interaction analysis, and micro-teaching.

Interaction analysis focuses teacher attention on the dialogue of the classroom, both positive and negative, and is an aid in diagnosing classroom verbal interaction. The most common practice is for each pre-service teacher to tape record lessons both prior to and during student teaching for careful analysis. The ultimate goal is the self-direction of pre-service and in-service teachers.

Micro-teaching is a "mini-lesson", usually five to ten minutes, combined with a "mini-sized" class. Its use as a self-evaluative technique has largely been realized through the use of media, particularly video-tape. As an instrument which focuses on specific teaching skills, micro-teaching provides both the experienced and novice teacher the opportunity to require and practice new new teaching skills and refine existing ones.

A primary focus of a teacher education program, both at the pre-service and in-service level, is student involvement in a wide variety of learning situations. Teacher preparation programs must evolve from a strong background of subject matter. As traditional in home economics, student involvement in a laboratory setting is an integral part of the learning process.

#### Simmons College

##### Curriculum Development

##### Early Childhood Education (2 semester credits issued)

A methodology course designed to acquaint in-service teachers in Home Economics with methods and procedures and techniques organizing, implementing and operatin training programs in Child Development and Care and Guidance of Children.

Course content included curriculum study and development, child growth and development, resource materials, model programs, techniques and methods of teaching, nutrition, health care and safety and licensing requirements for Child Care Centers, suggestions for model floor plans, clothing for pre-schoolers, uniform dress for students and role of professional.



### Three Exceptional Programs

#### 1. Framingham State College Home Economics Curriculum Center

##### Description

The center is located in a special room designed in the Library of the college. It is accessible to the audio-visual equipment and other resources of the college. It is primarily established for curriculum collection and dispersement of materials throughout the State.

The center has been an asset to the Division by planning state-wide conferences in order to disseminate materials approved by the Division as resources for teachers in order to provide quality education throughout Massachusetts. One of the highlights of the year was the April 27th conference at Bay Path Vocational School referred to on this report as an accomplishment.

#### 2. Brockton High School (Occupational Education Department) Child Study

##### Description

A course in Child Development designed, through in-depth study, observation and consistent first-hand experience to train and encourage high school students of heterogenous grouping in working with pre-school children. It has been evaluated as being one of our successful models and should help in meeting the increasing need for qualified personnel in this area and should also help students in gaining understanding of human development and relationships while developing skills in enriching the lives of children. The program consists of observation and study of four year old pre-schoolers. Thorough planning and fulfillment of objectives have attracted other students not enrolled in the program, which brought about the addition of an added staff member.

#### 3. Lincoln-Sudbury Regional High School Child Study - Nursery School

Students working and observing in the Nursery School are required to take the Child Development Course. These methods used by the Staff include in addition to the presentation of material by teacher, the use of outside speakers, field trips, movies, slides, video-tape, television, overhead projection, dry-mount exhibits, student reports, discussions, observation and reading. The staff and director found support in the community from trained and experienced people such as Pediatricians, Psychologists, Psychiatrists, Librarians, Nursery School Directors and Mothers of small children and adolescents.

##### Accountability of Funds

Total amount of funds spent on Consumer and Homemaking Programs for depressed areas was \$312,880. The programs included are as follows:





<u>School or Agency</u>	<u>Project Title</u>	<u>Approved Amount Paid</u>
Adams-Cheshire	Consumer & Homemaking	\$ 5,585
Bridgewater Raynham	Child Study	11,840
Bridgewater Raynham	Care and Guidance of Children	13,750
Kingston	Consumer Education	125
Greater Lawrence	Limited Concept	
	Consumer & Homemaking Films	16,000
Greater Lawrence	Consumer Education Home Economics & Curriculum Development	13,200
Womens Education & Industrial Union	Diet Aide	11,446
Womens Education & Industrial Union	Home Aide	13,352
St. Catherine Laboure	Home Management Program	15,000
St. Catherine Laboure	Early Childhood	46,500
Simmons College	Consumer & Homemaking for Urban Area Women	83,053
Massachusetts Executive Commission for Educa- tional Television	Consumer & Homemaking	40,000
New England Medical Center Boston	Consumer & Vocational Ed.	7,282
Greater Lawrence	Consumer & Homemaking	16,000
Chinese-American Civic Association	Consumer & Homemaking (Bilingual)	19,747
	Total	\$312,880

In summary 38 programs were initially funded from Part F funds, which amounted to \$427,576. In keeping with the Federal regulation, more than 1/3 of the total was spent in depressed areas. Thirteen programs were approved but not funded. However, they were recommended for State funding under Chapter 74. Eight programs identified as Part B occupational programs were also recommended for State funding.

New programs were reviewed as the need presented itself - which accounted for the increase in number of programs evaluated as compared to the number initially approved. This procedure also served as a means to expend unexpended funds. Thirty-eight programs initially approved and implemented; 40 programs evaluated; two programs were added.





## COOPERATIVE EDUCATION - PART B AND G

GOAL: To improve the quality of all secondary level cooperative education programs funded with 90-576 money in order to better and more efficiently prepare secondary school students for entry into meaningful employment.

### IMPLEMENTATION

#### Accomplishments (Part B)

Fourteen new cooperative Education programs in the area of T&I education, providing 490 students with related in-school instruction and part-time on-the-job cooperative training. A total of 2,187 students were enrolled this year in T&I cooperative programs. Part "G" funds assisted local educational agencies in the implementation and development of innovative and meaningful learning activities that relate to the world of work. Various types of occupations were explored and in-depth training was provided to student-learners in a variety of programs.

Cooperative education teacher coordinators were provided with the United States Department of Labor certification under the provisions of the Occupational Safety and Health Act of 1970. The supervisor of cooperative education organized and conducted workshops to interface the United States Department of Labor, Occupational Safety and Health Administration, Massachusetts Department of Labor and various local educational agencies. The workshops provided an analysis of the Occupational Safety and Health Act (OSHA) as it related to various components of career education; more specifically cooperative education.

#### Accomplishments & Activities (Part G)

1. Program officer's calendars were developed for on-site evaluation involving all assigned training programs by October 30.
2. Reviewed evaluation instrument for modification by October 15.
3. Made commendations and recommendations on all evaluated programs by June 15.
4. Assisted 14 programs with technical assistance in the area of curriculum, equipment, instruction and facilities.
5. Advised superintendents, principals, and vocational school directors during the primary year representing 14 communities by January.
6. Reviewed, edited, recommended, changed, approved and disapproved 25 training proposals by June 30.
7. Participated in workshops with each regional office of the Massachusetts Department of Education during October and November.
8. Provided curriculum resource materials during the proposal preparation period of October and January.



Accomplishments in terms of geographic distribution of funds.

Thirty cooperative education proposals were submitted requesting Federal funds, fourteen were approved for Federal funding, sixteen were disapproved for Federal funding.

Sixty-five (65) percent of the approved proposals were in areas designated as economically depressed.

Fifty-four (54) percent of the approved proposals were within areas of high rates of unemployment.

Forty-seven (47) percent of the approved proposals were within both economically depressed and high unemployment areas.

Cooperative education students received an average of 360 clock hours of related vocational instruction per school year, 180 hours of academic instruction, and 540 hours of approved cooperation on-the-job training at a training station in the community.

SPECIAL PROGRAMS PART G

1. Type of Program	Coop. Auto. Mechanics	Coop. Office Occup.	Coop. Trade & Industry
2. Location	Boston (Brighton H.S.)	Brockton H.S.	Waltham H.S.
3. Funding	Coordinator's Salary	Coor. Salary	Coor. Salary
4. Persons Serviced			
. Number	53	30	40
. Sex	30 male 10 female	5 male 25 female	32 male 8 female
. Age (s)	16-18	16-18	16-18
. Grade (s)	11-12	11-12	11-12
. Income Group	Upper lower class	Lower middle class	Lower middle class
. Ethnic	Black Spanish	Black Spanish	Black Spanish
5. Instruction	Student-learners were provided with vocational instruction activities and coordinated work-experience in the world-of-work.		
6. Methods	Related in school and on-the-job training.		
7. Time	180 hours of academic instruction, 360 hours of related vocational instruction and 540 hours of on-the-job training.		
8. Program effectiveness	Excellent results, 95% school retention, 90% placement, earning average of \$3,000 per student per year.		
9. Cost Per Student	Cost per student including the in-kind services averaged \$1,100.00 per student per year.		

Students participating in the above mentioned programs are involved in various vocational youth organizations as they relate to their respective vocational programs. (e.g., DECA, VICA, OEA, FFA)





## WORK STUDY - PART H

GOAL: To initiate new and expand work study programs in vocational education encouraging students to remain in school and gain a salable skill.

### IMPLEMENTATION

A total of \$136,465 Federal dollars were allocated to 21 Work-Study programs. The funds were used to provide financial assistance in the form of a stipend to vocational students who are in need of assistance so as to enable them to stay in school.

Technical assistance was provided to the local educational agencies through workshops, in-service conferences, and written communications. The programs, although within guidelines, differ in the types of activities performed in various public municipalities, by the participating students.

### Major Activities

Made commendations and recommendations on all evaluated training programs where needed in the areas of curriculum, equipment, instruction and facilities.

Advised Superintendents of Schools, Principals and Vocational School Directors during the primary year representing 17 communities by January.

Reviewed, edited, recommended changes, disapproved 26 training program proposals by June 30.

Participated in workshops with each Department of Education Regional Office during October and November.

Provided curriculum resource materials during the proposal preparation period of October to January.

Twenty-one proposals were submitted. Twenty-one were approved for funding. Eighty-eight percent of the approved proposals were in economically depressed areas with high rates of unemployment.

Students participating in work-study programs averaged 5 1/2 to 6 hours per day in school depending on the respective LEA. All of the work-study students were in secondary vocational education from ages 15-21. All were either full-time vocational students or are planning to become full-time vocational students.

Location:	Essex Agriculture School, Danvers	Greater Lawrence Reg. Vo. H.S. Andover	Westfield Vocational H.S., Westfield
Persons Serviced Number:	25	57	30
Sex:	15 male 10 female	27 male 30 female	21 male 9 female
Age:	15-21	15-21	15-21
Grade:	10-12	10-12	10-12



Program Effectiveness      Excellent. The full time vocational students have 100% student retention because of the program.

Work-study participants are full-time vocational students in need of earning to stay in school. They participate in respective vocational youth organizations such as DECA, VICA, FFA, and OEA.





MULTI-LEVEL  
PROFESSIONAL DEVELOPMENT

GOAL: Develop and maintain a comprehensive personnel development system in occupational education for the Commonwealth of Massachusetts.

OBJECTIVE

Expand in-service and pre-service programs and attract and train persons who can stimulate creativity in occupational education.

Accomplishment

During FY 1973 about 1500 persons applied for positions of teaching in occupational education in the trade and industrial section and administrative positions. Slightly over 700 persons were approved for the examinations and 450 passed the examinations in about thirty-five different occupations and were eligible for teacher training. Considering the other phases of occupational education, i.e. vocational agriculture, distributive education, health occupations, etc., academic teachers and vocational guidance counselors, the total applications for the year totaled nearly 2,400. The conducting of examinations, review boards, securing examiners, payroll computation and experimentation with the tests and testing procedures consumed considerable time of the staff.

During FY 1973 the coordinator met with a General Electric-Boston University group relative to an exchange program between schools and industry, Tufts University relative to an extension of the programs of teaching methods and materials for working with the disadvantaged and handicapped and a summer institute in connection with the program of African studies, the Dimock Health Center regarding a program of training women on aid to dependent children in health occupations, business occupations, and child care, as well as a three college consortium on an occupational career center. Special programs concerned with the closing of the Navy Yard were discussed. When the EPDA funds were impounded, some programs had to be held for another year while still others were eliminated.

Special programs to meet the needs for Industrial Arts Teacher Certification and leaders in the fields of career and occupational education have been contracted with Fitchburg State College, the former embracing fourteen centers throughout the state with an enrollment of over 200 vocational school teachers being certified as industrial arts teachers. Thirty graduate students, teachers and supervisors, selected by their superintendents as potential leaders in organizing career education programs in grades K-12 were admitted to a course for this purpose after a screening committee reviewed applications.

The consideration of an Occupational-Career Resource Center is under discussion with University of Massachusetts, Fitchburg State College and Westfield State College. The results of this study, which has been part of the professional development planning for the past three years, should culminate in a program next year.





A special developmental project was a national workshop on career education for middle-school personnel supported by the U.S.O.E. through a special grant to Massachusetts. About seventy educators from the states and territories attended a workshop of two days to discuss and formulate training modules for implementing programs of career education.

A plan to teach minority groups to conduct their own businesses was approved and the Harvard Business School conducted these seminars in the summer of 73. The Tufts Summer Guidance Institute for forty counselors was a most successful project. The Tufts courses in "Methods and Materials for Teaching the Disadvantaged and Handicapped" each had twenty and ten students respectively from all institutions working with these youths from kindergarten to adult workers as well as a few selected Tufts University students who anticipated entering this field. The heterogeneous approach proved successful, and the original objective of training those persons supervising programs for the disadvantaged and for the handicapped funded through P.L. 90-576 was attained.

The Massachusetts Association of Vocational Administrators (MAVA) presented thirty-three workshops in professional improvement in twelve school locations, covering all the major occupational areas offered in the vocational schools.

Over 700 teachers, administrators, and other personnel in occupational education attended these workshops to update their proficiencies and content specialities. The Office of Professional Development has worked closely to coordinate these activities.

Training was also provided at Fitchburg State College for "Special Needs" teachers, administrators, counselors, and teacher aides. This included teaching techniques, strategies, and methodology, along with curriculum development. Seventy-five students completed the courses. Three courses per week, 2 1/2 hours per course, 2 semesters.

#### Agricultural and Distributive Teacher Education Program

This program provided support for undergraduate and graduate teacher education programs for agricultural and distributive education. Further, it provided an extensive in-service program for upgrading the professional teachers practicing in the Massachusetts schools. The program included 77 undergraduate students and 8 graduate students. Sixteen students graduated in 1973 and were placed in the Massachusetts schools. It is anticipated that 21 will graduate by July 1974. Five major workshops were held for in-service training and every certified teacher in Massachusetts was enrolled for one or more of those workshops.

#### Leadership and Administration in Occupational Education

The major purpose of this program is to support a Master's and Doctoral level program to train administrators in Occupational Education for the Commonwealth schools. It has two major components, on-campus degree programs for the M.Ed., Ed.D., and C.A.G.S., and off-campus, an in-service administrator program for practicing administrators.



We currently have 39 active students in the graduate degree program in Leadership and Administration. In 1973, five doctorate degrees and three master's were completed. It is anticipated that 9 doctorates and 5 master's degrees will be completed by late June 1974.

During the 1973 academic year, 322 administrators with a responsibility for Occupational Education in Massachusetts schools participated in our workshops focused on the processes for implementing Career Education programs in their schools.





## FACILITIES

Facilities expansion--through new construction and also the restructuring of the traditional school building to maximize the use of existing facilities--was a major emphasis of the Division of Occupational Education in Fiscal Year 1973. To meet the rising demand for occupational education and training in Massachusetts, new construction was encouraged early in the decade with the award of Federal funds amounting to 10% of construction costs. The huge upsurge of applicants for admission to new regional vocational schools has been met by the construction of extensions and annexes to a number of the schools built earlier in the decade. Increasingly more vocational schools are also functioning as skill centers and are coordinating with the local district high schools in a flexible scheduling arrangement.

The following list of regional vocational-technical schools, that opened in September 1973, brings the total up to eighteen:

<u>School</u>	<u>Enrollment</u>	<u>Total Cost (000)</u>	<u>*Federal (000)</u>
Assabet Valley	1,500	13,023	512
Whittier Regional	1,500	14,300	466
South Middlesex	1,000	13,640	462
Pathfinder Regional	430	3,795	41

(\*As of 30 June 1973)

Greater Lawrence Regional Vocational-Technical School completed an addition to the complex which will accommodate an additional 615 students.

Other schools which completed extensions, annexes, and new construction for occupational education include:

<u>School</u>	<u>Enrollment</u>	<u>Total Cost (000)</u>	<u>*Federal (000)</u>
Newton Technical High	450	2,945	294
Milford Comp. High	500	6,563	160
Wakefield Comp. High	405	2,073	15
Attleboro Technical Voc.	600	4,000	47

(\*As of June 1973)

To date the Division of Occupational Education has honored a financial commitment to 17 school districts totaling \$7,617,666 in Federal financial aid.

Another major activity for FY 73; "develop State standards for construction, remodeling, expansion and equipment for vocational education" is in full operation. Currently we are conducting a 28 State survey in order to have a solid foundation on which to base projected standards. This survey will allow us a healthy basis for comparisons as well as a very meaningful exchange of information nationally.

Approval process for construction blueprints, as an ongoing and integral part of the facilities supervisors job, has assisted school planners in properly blending staff, facilities students and equipment.



Local level planning sessions have enabled the Division to alert systems to the most advantageous way of planning. They also have allowed the Division the opportunity of having a more complete concept of what the L.E.A. wanted to accomplish.

The School Building Assistance Bureau and the Division of Occupational Education have long worked together, and to further strengthen that relationship in 1973, they have worked toward achieving a complete understanding of each other's workings and staff. The fine relationship has enabled the State Department to serve Massachusetts schools in a much more complete fashion.





## Manpower Development and Training Act (MDTA)

The major objective of the MDTA office is to provide quality education in the various public and private facilities throughout the Commonwealth of Massachusetts for the disadvantaged, unemployed, and underemployed.

This year our office has increased its involvement with community based agencies by utilizing and developing additional community based programs during fiscal year 1973, as well as continuing proposals from the four previous community agencies from fiscal year 1972.

Fiscal year 1973 provided increased communication between our office and the Local CAMPS regions in the Commonwealth. With the participation and cooperation of CAMPS, the training needs in various areas of the Commonwealth will be realized.

Additionally the office of MDTA has provided technical assistance to several of the community colleges in the development of occupational training programs.

During fiscal year 1973 numerous penal institutions throughout the Commonwealth received MDTA funds. Our office extended much efforts in developing quality programs at penal institutions and will continue our efforts in the next fiscal year.

This office assumed the responsibility of monitoring Concentrated Employment Programs (CEPS) during fiscal year 1973. Submittal of project data and on-site supervision by our office staff was conducted throughout the fiscal year. Federal and State Minimal standards were achieved and will be continued to be adhered to.

The current two MDTA skill Centers have maintained a minimal required slots (160) to be designated as Skill Centers and they are proving to officially and effectively serve the training needs of the disadvantaged.

The office of MDTA will continue to maintain four training centers and every effort will be made in behalf of these training centers to achieve skill center designation during fiscal year 1974.

The current trends in MDTA will place MDTA as a Conduit for national programs. The impact of this approach to MDTA is broadenscope to meet the needs of the disadvantaged, unemployed, and underemployed.

### Summary of Activities

During the fiscal year 1973, two MDTA Skill Centers participated in 13 occupational programs with an enrollment of 382 students, in such occupations as: inhalation therapist, welding, air conditioning and refrigeration, and baking occupations.

Also, the four MDTA Training Centers participated in 16 occupational programs with a total enrollment of 382 students, in occupational training such as: ship carpenter (apprentice), nurse aide, general clerical, and cook (hotel and restaurant).





Seven correctional institutions participated in 10 occupational programs with a total enrollment of 148 students in such occupations as: auto repairman, diesel mechanic, and human services technician.

In addition 23 group projects at 14 public and private facilities in 16 occupational areas with an enrollment of 490 students took place during fiscal year 1973 throughout the Commonwealth.

The individual referral program throughout the Commonwealth provided 149 individual referrals for various occupational programs at 40 private schools in 32 occupational areas.

During fiscal year 1973, our office provided technical assistance, and on-site supervision of 4 CEPS centers in the Commonwealth. One thousand six hundred and twenty-two students were programmed to participate in 26 occupational programs.

Fiscal year 1973, had a total of 3,173 students participating in 120 occupational programs at 77 public and private training facilities.



ANNUAL REPORT

DIVISION OF SCHOOL FACILITIES AND RELATED SERVICES

WILLIAM B. BLACK, ASSOCIATE COMMISSIONER

YEAR ENDING JUNE 30, 1973





The Division of School Facilities and Related Services has major responsibility for overseeing programs in school plant planning and funding, nutrition education and school food service, and school district reorganization and collaboration. These programs provide direct support for several goals of the Board of Education. Nutritious meals served in facilities supportive of a modern educational program in a school district organized K-12 to provide a set of articulated offerings for all students contribute to achievement of the historically desirable "sound mind in a sound body," expressed by the Board of Education as Physical and Emotional Well Being.

This year ninety (90) school construction projects were approved, representing in excess of three hundred eighty million dollars (\$380,000,000). In each case, the plans for the construction were reviewed to make certain that among other desirable teaching areas, adequate facilities were available for preparation and distribution of hot lunches for students.

Units of the Division cooperated with the Division of Occupational Education and local agencies to further the goal, Occupational Competency, by assisting in the formation of regional vocational-technical school districts and by assisting in the development of plans and specifications for modern vocational-technical schools.

In furthering the goal of Respect for the Community of Man, the Division cooperated with the Racial Imbalance Task Force and the Bureau of Equal Educational Opportunity in supporting school plant proposals in the Cities of Boston, New Bedford and Springfield, consistent both with sound school plant planning and with provisions of Board-approved Imbalance Plans.

Several school plant projects provided space for adult programs operated by local school committees, thereby fostering the goal of developing the Capacity and Desire for Lifelong Learning. This goal is also further supported by including within school plants, facilities designed to provide students with the kinds of educational experiences intended to induce life-long interests in intellectual, technical, and health activities. Examples of such spaces are instructional materials centers (or libraries), well-equipped laboratories (art, industrial art, homemaking, science), and physical education spaces for use in both youth and adult-oriented physical activities.



The recently created Bureau of School District Reorganization and Collaboration has worked very cooperatively with the Governor's Commission on School District Reorganization whose task is to provide an action plan for providing equal educational opportunity for all students and their parents in the Commonwealth. Additionally, the Bureau this year established three new regional school districts, providing increased educational opportunity to students therein as well as providing them with the opportunity to develop Occupational Competency, a goal not only of the Board of Education but of the U.S. Office of Education, as well.

This year the Division worked at implementing a number of mandates, including kindergartens related to new construction, breakfasts for the needy, and hot lunches for the elderly (in addition to students and staff), and encouraged specialized building features for students with special needs. As of June 30, the national school lunch program extended to 422 school districts in the Commonwealth, leaving only 11 school districts to be reached and this handful of communities are in the process of developing plans to comply with the mandate. Over two hundred schools operated the breakfast program and over ninety schools have been approved for participation in the program of meals for the elderly.

In 1971 the Massachusetts Advisory Council on Education produced a report indicating that if certain organizational changes were adopted at the state level, more needed classrooms could be provided in Massachusetts in a shorter period of time at reduced cost. The report contained a proposed schedule showing probable costs for needed classrooms over time if the changes were adopted. It must be noted here, however, that through the period January 1, 1971 to June 30, 1973 the existing school building assistance program administered by the Department of Education produced the number of classrooms projected by the MACE study at a cost less than that estimated in the MACE report and this was accomplished without the creation of a new state agency. During the past year model legislation designed to implement the report findings was developed. This model legislation was reviewed in detail by Division staff and a number of constructive suggestions offered to produce more realistic legislation.

Shortly after the close of the fiscal year, tragedy struck the School Building Assistance Bureau with the sudden and unexpected death of its Administrator, John E. Hodgen. Because his death occurred so shortly after the close of the fiscal year, it is considered appropriate to mention it in this annual report and to express at this time the feeling of loss caused by Mr. Hodgen's death and to here honor the memory of his leadership and service to the Commonwealth.





John Calabro returned to the Department after a year-long fellowship at Yale University Graduate School where he studied management of large and complex organizations, urban education, and new knowledge concerning learning. He took up new administrative duties in the Division office and additionally served on the Commissioner's Management Improvement Task Force and with the Assessment Planning Group.

The Division's proposed legislation designed to establish a special commission to study and revise the school building assistance law was enacted as Chapter 59 of the Resolves of 1973 and now awaits funding and implementation.

This year the Division was host for the annual meeting of the Northeast Council on Schoolhouse Construction held at Hyannis in May. As hosts, Division personnel planned the program and arranged for visitation by the membership to selected school facilities in the Commonwealth.

Detailed reports from each Bureau follow in Part II. These reports expand upon the programs touched upon in a general fashion in Part I.





ANNUAL REPORT  
BUREAU OF NUTRITION EDUCATION AND SCHOOL FOOD SERVICES  
Year Ending June 30, 1973

INTRODUCTION

During FY1973, the Bureau of Nutrition Education and School Food Services has made every effort to implement the ten Educational Goals for Massachusetts as well as the other directives embodied in "The Results Approach to Education and Educational Imperatives." Program objectives placed special emphasis on promoting equality of educational opportunity for all.

An assessment of need was made in FY1970, but the results are still used to advance Bureau activities, and the assessment instrument will be one method for measuring achievement. Through workshops, conferences, and programs, student and community participation has been encouraged and occupational competence and cost effectiveness in food service management augmented. Leadership competence of personnel has been enhanced through intra-Bureau meetings, attendance at Department training sessions, and participating in allied professional workshops and on area-related committees.

Comprehensive and constant communication is maintained with all publics through newsletters and other written media. Legislation to provide adequate authority and funding is encouraged through direct contact with allied professional and civic organizations. Optimum use of federal and state funds was made to maintain, improve, and expand Bureau programs.

Results-oriented educational programs tied to goals have been initiated through in-service teacher training workshops; production and promotion of handbooks for teacher use; development of learning experiences, teacher aids, and other resource material; and assistance with classroom or school projects.

IMPLEMENTATION OF GOALS

Physical and Emotional Well-Being

The major objective of all Bureau programs is to implement this Educational Goal by improving the nutritional health of all children and adults in the Commonwealth through adequate feeding programs and nutrition education.

PROGRAM EXPANSION has assisted local educational agencies with expansion projects so that on June 30, 1973 only eleven (11) school districts with forty-seven (47) schools



remain to be reached before all public school children will have the opportunity to participate in lunch programs. Breakfast programs are operating in 204 schools, an increase of almost 250 percent over FY1972. Of this number, 123 schools have 50 percent or more needy enrollment.

PROGRAM OPERATIONS AND TECHNICAL SERVICES has conducted administrative reviews, special assistance consultations, workshops, conferences, round table discussions, student meetings, and published newsletters with special emphasis on improving the quality of food to increase participation and lower plate waste and on improving all phases of management for better cost control. This PROGRAM opened a test kitchen and initiated a Commodity Out-reach Program to help needy families make greater use of donated foods. It served as a consultant in the development of the TV series, FOOD FOR YOUTH, and supervised the 10-week educational TV course which had 2,050 registrants.

FOOD DISTRIBUTION issued 96.3 million pounds of donated foods valued at 32 million dollars to eligible recipients including schools, child care centers and other institutions, summer camps, and needy families. These foods help to improve the nutritional intake as well as to lower meal costs. Schools participating increased by 26 percent and the number of children eligible almost doubled to 1.13 million.

NUTRITION EDUCATION endeavored to help the learner, child and adult, recognize that nutritional well-being is necessary throughout life and to develop a sense of responsibility for effecting behavioral changes promoting optimum physical and mental health. The PROGRAM conducted teacher-training workshops, cooperated with classroom and/or cafeteria projects and activities, and developed learning experiences and resource materials. It continued to promote the teacher's handbook for Grades K-6 and produced a sequel for Grades 7-12. It conducted workshops, meetings, and programs for school food service personnel to update nutritional knowledge and make them members of the educational team; it conducted programs and workshops for family, professional, and community groups to help make nutrition education a cooperative effort.

#### Occupational Competence

All Bureau PROGRAMS cooperated with workshops, conferences, meetings, handbooks, and newsletters to increase skills of food service personnel at all levels and to promote the importance of optimum nutritional well-being for occupational competence throughout life. Planned work experiences for students interested in food service were provided and assistance was given in developing curricula for food service courses. Cooperative programs with local colleges, universities, hospitals,







and nutrition agencies were developed to provide clinical experience in food service operations and nutrition education for undergraduate and graduate students.

### Other Educational Goals

All Bureau PROGRAMS contribute to and promote the remaining eight Educational Goals. NUTRITION EDUCATION develops handbooks, learning experiences, teaching aids to make nutrition an integral part of all Goals; the other Bureau PROGRAMS provide the laboratories and practical material to implement and reinforce nutrition knowledge received in the classrooms, and provide nutritionally sound meals which are a prerequisite for educational development. Some examples include:

BASIC COMMUNICATION SKILLS. Integration with language arts, mathematics, social studies, science, and other disciplines such as interpreting and writing reports on animal feeding experiments; surveying and charting participation in TYPE A lunch programs or cafeteria plate waste; or computing and comparing cost of TYPE A lunch prepared at home to charge in school.

EFFECTIVE USES OF KNOWLEDGE. Involving learner in the historical development of the science of nutrition and relating it to the world of today and of the future such as the relationship of food habits to growth and health in other eras; or food as a causal factor in war or societal changes such as the Industrial Revolution.

CAPACITY AND DESIRE FOR LIFELONG LEARNING. Preparing the learner for living in the world today and for adapting to the changes in the world of tomorrow. For example, the acceptance of new kinds of foods to meet increased world needs (engineered foods, food analogs, fish protein concentrates); or the development of appropriate foods for travel in space.

CITIZENSHIP IN A DEMOCRATIC SOCIETY. Providing learner with the knowledge of political, economical, and social institutions relevant to foods and nutrition; encouraging acceptance of the responsibility for living within and improving them; presenting methods for effecting change; and encouraging respect for the civic attitudes and behavior of others. For example, local, state, national, and world organizations and agencies engaged in food and nutrition programs; active participation by students as learners or volunteers in supporting and improving these programs; or active involvement by students in the legislative process assuring the right of all citizens to the means for obtaining optimum nutritional health throughout life.

RESPECT FOR THE COMMUNITY OF MAN. Helping learner to know



and understand human diversity in relation to foods and nutrition, not only for his own culture and heritage, but also for those who differ from him in sex, race, religion, social and economic status, and nationality. For example, serving an international menu in the cafeteria or selecting a balanced meal from the menu in a foreign restaurant; researching food lobbies for state and national legislation and projecting influence on food costs and eating habits; investigating cultural taboos and discussing effects on eating habits and health.

UNDERSTANDING THE ENVIRONMENT. Helping learner to develop attitudes in the wise use of food resources on individual and collective bases; to know the personal and political recourses available to concerned citizens; to know sources of pollution from food-related usage and to formulate corrective actions. For example, exploring "fish farming" or marine plant life as a source of food; investigating waste disposal methods in the cafeteria; debating use of organically grown foods; or writing a science fiction story on a world without pesticides.

INDIVIDUAL VALUES AND ATTITUDES. Introducing learner to world culture in the areas of food and nutrition; promoting civil and social awareness for the need of optimum nutritional well-being; and developing sound nutritional values. For example, researching and reevaluating nutritional information of TV advertising for children and adults; evaluating nutritional adequacy of Zen Macrobiotic diet; investigating and judging success of government feeding programs and suggesting means of improving.

CREATIVE INTERESTS AND TALENTS. Integrating nutrition with art, music, and creative writing talents. For example, using art to enhance food service surroundings; writing and illustrating a nutrition comic book or game to use with lower grades; composing "fun" food poems using onomatopoeia and alliteration for use with lower grades; conducting a poster contest on some food or nutritional factor during the state and national School Lunch, Child Nutrition, or Nutrition Weeks.

#### STATISTICAL SUMMARY

##### Program Expansion

##### NATIONAL SCHOOL LUNCH PROGRAM

##### Public Schools

422	total number of school districts	2503	Schools
41	nonparticipating school districts	360	Schools
30	approved expansion projects, districts	313	Schools
11	remaining districts to be reached	47	Schools





Program Expansion (continued)

## Private Schools

200 total number of schools in program  
903 nonparticipating schools  
3 approved expansion projects for schools  
900 remaining schools to be reached

## BREAKFAST PROGRAM

Schools with 50 percent or more needy enrollment  
123 schools now operating breakfast program  
9 schools not complying with mandate  
 Schools with less than 50 percent needy enrollment  
81 schools now operating breakfast program  
19 schools with plans to operate in September

## NONFOOD ASSISTANCE

6 updating projects for school districts \$ 10,877.25  
49 expansion projects for school districts \$1,043,724.25

## SPECIAL FOOD SERVICE PROGRAM FOR CHILDREN

## Summer Feeding Programs

57 total number of programs

## NonFood Assistance and Year Round Programs

Insufficient moneys; applications being held.

## SCHOOL FACILITIES

28 approved kitchen plans  
16 kitchen plans in process of approval

## ELDERLY FEEDING PROGRAM

91 programs approved for participation

Food Distribution

<u>Program</u>	<u>No.</u>	<u>People Reached</u>
Schools	2278	1,128,761
Institutions and Child Care	302	39,572
Summer Camps	291	35,480
Needy Family	30 Areas	269,475

In FY1973, 96,335,600 pounds of food valued at \$31,980,327. was distributed to eligible recipients. This represents delivery from the U.S. Department of Agriculture of 1512 freight cars of food to our warehouses.

Program Operations and Technical Assistance

<u>Activity</u>	<u>No.</u>
Administrative Reviews	
School Food Service	312
Elderly Feeding	12
Special Food Service Program	47





Program Operations and Technical Assistance (continued)

<u>Activity</u>	<u>No.</u>	<u>People Reached</u>
In-depth survey (supt.'s request)	3	
Special assistance problems	42	
Donated food demonstrations	4	320
Food fairs	1	150
Lectures - Bureau programs	4	88
County meetings	7	1816
Spring workshop	1	319
Univ. of Mass. conference	5 days	167
Stonehill conference	5 days	339
Publicity meetings - TV course	3	212
Regulations meetings	3	45
Supervisors' round tables	1	26
Meetings - Student Advisory members	3	30
School newsletters	10 issues	
Child Care newsletters	10 issues	
Intra-Bureau newsletter	4 issues	
Test kitchen operation started	1/1/73	
Clinical experience for M.G.H. dietetic internes	2 days each	28
Clinical experience for Frances Stern Clinic dietetic interne	20 days	1
TV nutrition series	10 1/2-hour lessons	2050

Other activities included cooperation with Mass. Dept. of Public Health in training employees for Day Care Centers; service on Executive Boards of Mass. School Food Service and Mass. Dietetic Assns.; working with Norfolk Correctional Institute to upgrade food service and establish cost controls; planning State House display for Child Nutrition Week; cooperation with Framingham State College in development of food service clinical experience for a Coordinated Undergraduate Program in dietetics; initiation of a Commodity Out-reach Program for needy families; service on committee for the FOOD FOR YOUTH TV series; and consultant for the U.S. Dept. of Agriculture staff for the writing of a training manual.

Nutrition Education

<u>Activity</u>	<u>No.</u>	<u>People Reached</u>
Teacher workshops	24	543
School food service workshops	8	406
Other workshops	14	518
Teacher programs	7	364
School food service programs	20	2268
Other programs	9	792
Classroom projects K-6	30	
Classroom projects 7-12	16	
Cafeteria projects 7-12	3	
K-6 Handbooks distributed	985 in-state	
K-6 Handbooks distributed	383 out-of-state	



Nutrition Education (continued)

Other activity highlights included the completion of FOCUS ON NUTRITION, A Teacher's Handbook for Nutrition Education, Grades Seven through Twelve; cooperating in the development of the clinical experience in nutrition education for Coordinated Undergraduate and Preplanned American Dietetic Association Internship Programs; cooperation in the development and presentation of consumer nutrition courses for senior citizens; and program speaker on nutrition education at four out-of-state seminars.

SUMMARY

FY1973 represents the first year for evaluating the effects of the 1970 breakfast and single-session school lunch mandates. The need for this legislation is clearly demonstrated:

<u>FY1970 (prior to mandate)</u>	<u>FY1973</u>	
95,326,260	113,003,016	Type A lunches
7,529,031	28,250,752	F/FP lunches
471,210	4,078,720	Breakfasts
389,437	3,500,625	F/FP breakfasts

The full effect of the lunch mandate will not be shown until FY 1974, when all schools must make lunches available. However, total lunches have increased almost 20 percent, and free and reduced price lunches have almost tripled. In this same period, both total breakfasts and free and reduced price breakfasts have increased almost tenfold.

As the programs expand, additional federal funds are available for state and local use. The FY1973 federal allocation included:

<u>Subsidy</u>	
Special Milk	\$ 3,160,471
School Lunch, Sec.4	8,916,137
School Lunch, Sec.11	10,665,865
Breakfast	1,005,934
Nonfood Assistance	350,014
Special Food Service (Year Round)	447,861
Special Food Service (Summer)	313,304
	<hr/>
	\$24,859,586

The state subsidy for lunch reimbursement was \$6,279,519. In addition, almost 2.29 million dollars from state and federal appropriations were available for administration costs.





Summary (continued)

The projection for FY1974 for all programs is bleak. Inflation, rising food and labor costs, lack of commodities, decreased food supplies are placing an almost insurmountable burden on the local educational agencies. They need both financial and supportive services. Program expansion, without additional state personnel, means that our local assistance must be spread even thinner.

Federal legislation is being considered that may bring some relief. An experimental project for this state may be approved that will improve cost effectiveness.

In any event, all Bureau PROGRAMS are assessing their current objectives, and making such changes as are possible, to implement the priorities established by the Department.



## SCHOOL BUILDING ASSISTANCE BUREAU

### Mission

Chapter 645 of the Acts of 1948, as amended, mandated that the responsibilities of the School Building Assistance agency should include the following: 1) to promote the planning and construction of school buildings in order to insure safe and adequate plant facilities for the public schools; and 2) to assist in meeting the cost thereof.

From that modest beginning 25 years ago has emerged a program of planning and financing of public school facilities that is considered to be one of the best programs of its kind in the United States.

Since 1948 this program has involved the review and approval of 1,838 school construction projects representing a total approved cost amounting to two billion, four hundred twenty-nine million, four hundred fifty-two thousand, six hundred fifty-five dollars (\$2,429,452,655.00), of which the state's share is estimated to be one billion, one hundred sixty-three million, four thousand, fifty-one dollars (\$1,163,004,051.00).

During the Fiscal Year 1973 (July 1, 1972 - June 30, 1973) the Board of Education has approved 90 school construction projects representing a total approved cost of three hundred eighty-six million, two hundred ninety-one thousand, five hundred sixty-seven dollars (\$386,291,567.00), of which the state's share is estimated to be two hundred forty-eight million, five hundred seventy-three thousand, six hundred ten dollars (\$248,573,610.00).

In the course of carrying out their duties, the staff has traveled approximately 35,000 miles and has held approximately 1,000 conferences. The appropriation for administering this vital program of assistance to the communities of the Commonwealth during Fiscal Year 1973 was \$271,519.

### Staff

The staff of the Bureau assigned to carry out the mandates outlined above presently consists of the following: an Administrator, an Assistant Administrator, six School Plant Specialists, one Head Administrative Assistant, one Senior Accountant, one Principal Clerk, two Senior Clerk-Stenographers, and one Junior Clerk-Stenographer.

### Programs

This year saw the publication of a guide for school planning, School Building in Massachusetts. Nearly





Building Assistance Program permanent (as against the present provisions of law by which the program is "temporary"); 2) full-funding of school construction projects; 3) the acquisition of non-public school facilities for public school use; 4) state assistance in the cost of erecting "temporary" or "portable" school facilities; 5) inclusion of the cost of site acquisition in the "approved cost" of a project - to name a few.

In terms of new programs to be initiated, a primary concern for some time has centered on the need for a general inventory of school facilities in the Commonwealth. There has been no such inventory made for some time, and it would appear logical that the Department undertake such a project. Two factors strongly support such a study: 1) the increasing number of non-public school closings which, in turn, have presented the communities involved with the question of acquiring these facilities for public school use; and 2) the enrollment pattern which, in many cases, has demanded a reappraisal of existing structures in terms of rehabilitation, expansion, or modernization as a substitute for total new construction.

### Conclusion

It would appear, on the basis of the statistics presented in the first section of this report that, contrary to common belief, school bond issues are being passed and school construction is continuing at a fairly constant pace. The basic questions to be faced in the coming year will be those concerning the state's role in a) financing the cost of school construction, and b) the direction of the program (educational specifications) which reflect the sharpest effect on the cost of educational facility planning.





a thousand copies of this succinct digest of the Bureau's operational procedures and criteria have been distributed to school committees, building committees, administrators, and municipal authorities. The format was intentionally designed as a modest approach to the many facets of authorizing and completing a school building project. Periodic reviews and revisions of the content will be made in order that the booklet will serve current needs and questions.

The SBAB Newsletter, initiated last year, continues to serve a needful purpose by keeping local school authorities alert to various changes that occur in the programs and legislation affecting education in the Commonwealth.

Members of the staff, in conjunction with specialists in the media programs, have developed a guidebook for media facilities. It is anticipated that this will soon be available to school districts as an assistance in designing and programming instructional media centers.

The Bureau staff has worked closely with the Department's Regional Centers in an effort to maintain a close liaison between the local school district and the Boston headquarters.

Several members of the staff have served as guest lecturers and speakers for college seminars relating to the problems of school planning, construction, and financing.

#### Evaluation of Year's Activities

Within the Bureau, and through attendance at seminars and workshops throughout the state, there continues to be a consistent program of appraisal and evaluation of the techniques and methods that will enhance the art of good school planning. At regularly scheduled staff meetings, and through the medium of preparing materials for each issue of the Newsletter, staff members necessarily face the responsibility of constant self-evaluation and appraisal concerning innovative and proven methods of programming and school plant planning. The thrust of such procedures is, of course, to ensure that each staff member is in a better position to advise committees in their study of school building needs and problems.

#### Projection for FY 1974 - New Programs - Needs

At this writing, it appears as though the legislature is receptive to the passage of House Bill 81, a bill introduced by the Board of Education which would establish a Special Commission whose purpose would be to study, revise, and update the provisions of Chapter 645 of the Acts of 1948, as amended, (the School Building Assistance Act). If this legislation is enacted, we may expect that the Bureau will be engaged actively in the review of current legislation which would provide such things as 1) making the School





## BUREAU OF SCHOOL DISTRICT REORGANIZATION AND COLLABORATION

During the course of the past fiscal year personnel in the Bureau of School District Reorganization and Collaboration devoted their primary efforts in the field towards four major objectives.

The first objective was the formation of regional school districts in accordance with the mandates of Chapter 645 of the Acts of 1948, as amended. As a result of this work, three regional vocational school districts, embracing thirty-seven towns and four cities, were established. Bureau personnel are currently working with three new district school committees, as well as several others, in helping them to organize themselves and begin the tasks of program planning and school-housing construction. When construction is completed and the schools become operational, students who are residents of the member towns and cities will have an opportunity to acquire the occupational competencies and skills essential for gainful employment and economic self-sufficiency upon graduation. Currently Bureau staff are assisting school officials in Falmouth-Mashpee, Douglas-Sutton and Harwich-Chatham relative to the formation of K-12 regional school districts in an effort to provide equal educational opportunity of the highest quality to the young students who reside in these towns.

Considerable effort was also directed towards the extension of partial regional school districts into K-12, unified school districts. Such studies were activated in several regions including Dover-Sherborn, Plymouth-Carver, Nauset, Narragansett, Dennis-Yarmouth, and Gill-Montague. Our goal is to improve the articulation between various grade levels - primary, middle and secondary - and to eliminate a duplicity of effort on the part of many Superintendents of schools who serve as executives for several school committees.

A third area which received much of our attention was the elimination of existing small school districts through the expansion of already established regional school districts. Expansions are being explored in several regions including Mendon-Upton-Hopedale, Dighton-Rehoboth-Berkley, and Nauset-Provincetown-Truro.

Services were also provided to the Governor's Commission in terms of attending the Commission's several meetings and in providing reactions to preliminary and progress reports prepared for the Commission by the Study Directors. Staff members spent several hours conferring with the Study Directors at various regional centers relative to the history, scope and current status of school district organization within the Commonwealth and in offering recommendations and suggestions as to the directions the study ought to pursue.

Meanwhile, at home base, the staff prepared, monitored





and developed letters of support for legislative proposals designed to provide incentives to singular school systems which become members of regional school districts.

The Bureau is currently directed by Dr. Peter J. Murphy, who came to the Department from Boston College. Dr. Murphy succeeds Paul N. Ellis, who resigned from the Department of Education in June. The Bureau was pleased to welcome Miss M. Louise Fogel to its staff this past November.

The status of Regional School Districts as of June 30, 1973, is as follows:

1. <u>Academic Districts</u>	<u>51</u>
All Grades (K-12)	9
Elementary Grades (K-6)	2
Middle Upper Grades (5-12) (6-12)	3
Junior-Senior High School (7-12)	25
Senior High School (9-12)	12
	<u>51</u>
2. Vocational Districts (9-12)	<u>26</u>
3. Existing Regional School Districts	<u>77</u>
4. Bureau personnel are currently assisting seventeen (17) Regional School District Planning Boards and/or Regional School District Committees towards the formation or extension of Regional School Districts.	

During fiscal year 1973, three regional vocational school districts were formed:

1. The North Shore Regional Vocational-Technical School District (9-12) serving the cities of Beverly, Gloucester, Peabody and Salem and the towns of Boxford, Danvers, Essex, Hamilton, Lynnfield, Manchester, Marblehead, Middleton, Rockport, Swampscott, Topsfield and Wenham.
2. The Franklin County Regional Vocational-Technical School District (9-12) serving the towns of Bernardston, Buckland, Colrain, Conway, Deerfield, Erving, Gill, Greenfield, Heath, Montague, New Salem, Northfield, Rowe, Shelburne, Sunderland, Warwick and Wendell.
3. The Norfolk-Bristol Regional Vocational-Technical School District (9-12) serving the towns of Franklin, Medfield, Medway, Millis, Norfolk, North Attleborough, Sherborn and Walpole.

During fiscal year 1974 the staff will continue to provide every assistance to the Governor's Commission in its efforts to develop and design a statewide comprehensive plan for school



district organization and collaboration within the Commonwealth  
of Massachusetts.



ANNUAL REPORT

DIVISION OF SPECIAL EDUCATION

JOSEPH P. RICE, ASSOCIATE COMMISSIONER

YEAR ENDING JUNE 30, 1973





This Annual Report summarized the statistical data relating to pupil census and expenditures for FY 1973. The narrative which follows describes the operational priorities and allocation of divisional human resources for FY 1973.

## I. OVERVIEW OF DIVISIONAL ACTIVITIES FOR FY 1973

With the passage of Chapter 766, Acts of 1972, public expectancies increased for expanded divisional services. Since the staffing of the Division was not increased in FY 1973, a gap developed between public expectancy for service and the Division's ability to provide such services. Following are listed the main services provided by the Division with an estimate of effective delivery of such services:

1. Technical assistance to school districts and private schools - field work was restricted to regional planning activities and workshops. Staff was not available for private and public program evaluation.
2. Investigation of unserved populations - a skeletal Bureau of Child Advocacy was established but its services were restricted to child placement into the private sector. No significant investigations were conducted.
3. Management of fiscal resources - a Bureau of Special Education Management was established to include less than skeletal staffing. Monthly flow of invoices exceeds capacity of existing staff to properly check and audit claims. However, plans were established for inaugurating two important management systems in the summer of 1973 including (1) computerized transportation routing for handicapped children transported to a network of over 100 private schools, and (2) establishment of budgetary control registers for the various amounts administered by the Division. Analysis of census and program data generated through such data collections as SPED 15 (pupil census) and SPED 5 (public school financial report) was minimally accomplished and remains a pressing unmet Division service.
4. Institutional and federal programs - the Division administers three federal programs and will assume responsibility for institutional education programs in FY 1975. In general, our reporting and program monitoring requirements for federal programs were adequately discharged.



## II. COMMENCEMENT OF REGIONAL PLANNING ACTIVITIES

In the fall of 1972, regional staff began the two-year process of developing six regional special education master plans for Massachusetts. Directors of special education and other school administrators were engaged in a statewide planning effort. It was emphasized that this planning effort must be accomplished on a "do it yourself" basis since the Division cannot field sufficient staff to thoroughly evaluate local programs and conduct a statewide needs assessment. Moreover, such planning was not started in the Pittsfield office since no staff are in place.

In October of 1972, field staff were instructed to begin the following tasks:

1. Consolidate regional directories of local special education directors and start regional meetings.
2. Inventory all operational programs in special education.
3. Promote local program evaluation and
4. Estimate unmet regional program needs including needed educational public school programs and in-service teacher requirements.

This effort was supported by the development of a school program evaluation instrument developed by Heuristics, Inc. through P.L. 91-230, Part B EHA funding from the Division. This project produced a document entitled "Criteria and Procedures for Evaluating Special Education Services..." which was distributed to every school district in Massachusetts. Districts were encouraged to begin their own self-assessment. These collective self-assessments will result a statewide inventory of needed programs.

## III. REDIRECTION OF CHILD PLACEMENT RESOURCES

The Division's line item budgets have historically been expended for the placement of unserved handicapped children into existing private day and residential settings. This system suffers from a lack of appropriate services where they are needed resulting in extraordinarily high transportation costs and the possible provision of unnecessary services. In FY 1973 the Division embarked upon a bold new approach to alternative schooling for unserved handicapped children. First, we examined clusters of emotionally disturbed on waiting lists to discover where programs are really needed. Then, we approached various non-profit agencies such as Mental Health associations to encourage them to establish local programs. Seventeen "mini schools" were established by the end of the FY 1973. These mini schools tend to reduce transportation costs and avoid unnecessary residential placement.





This alternative school concept was also adopted by the deaf high school students by establishing the first public regional academic program for the deaf in Newton. A companion vocational high school program was also developed at Blue Hills Regional High School.

#### IV. UPDATING OF PUPIL RECORDS

Traditionally, the Division's record keeping has been passive. For example, official lists of registered pupils for whom we pay tuition has awaited the first fall billing. It was considered essential that the Division develop an active pupil register in order to properly monitor private school placements and to identify public school systems which send an inordinate number of pupils out of district. Also, up to date waiting lists need to be accumulated. Program staff normally working on technical assistance and school evaluation were diverted to this task. A key aspect of this task included the creation of uniform child placement policies and forms. For example, we now uniformly require explanations from public school systems for their failure to provide a needed service. Lists of public districts sending significantly higher numbers of children out of district will be investigated in FY 1974.

#### V. BUDGETARY MANAGEMENT OF DIVISION

It may be recalled that the Division has frequently filed deficiency budgets for tuition and transportation of children to private schools. This is because demand for service has always exceeded fiscal resources. Lack of management staffing denies the Division the opportunity to conduct cost effective studies of the existing network of private vendor services. However, in FY 1973, we negotiated for a transportation routing contract with Concord Research. This planning holds promise effectively cutting transportation costs by scientifically routing children to schools through computer-assisted services.

In addition, the Division started building budgetary control registers for each line item account. This should result in an effective system for tracing tardy billing and identifying projected over-expenditure. We anticipate FY 1974 will be free of fiscal deficiency. Of course, we may have to file supplemental budgets as we project unmet needs. However, the Division is committed to a fiscal policy of solvency.

In order to reduce the demand upon line item accounts for nonpublic education services, the Division has embarked upon a program of strengthening public school delivery systems, the creation of lower cost, local mini schools as described above, and a case by case analysis of the total cost to the state for transportation and tuition of a given pupil as related to the expected educational benefit.



DIVISION OF SPECIAL EDUCATION  
ORGANIZATIONAL STRUCTURE AND  
STAFFING PATTERN

The Division of Special Education is presently undergoing a reorganization of our staffing structure in order to plan and prepare more effectively for the implementation of the provisions of Chapter 766, and to establish and provide current services as outlined by the Office of the Commissioner's "A Plan to Direct Resources in Fiscal Year 1974." Whereas, we officially received notification from Administration and Finance on October 25, 1973, authorization for twenty-nine (29) new positions, we have advertised these positions, and are interviewing candidates in order to meet departmental personnel employment policies.

I. (NEW POSITIONS IN THE DIVISION OF SPECIAL EDUCATION:)

- 1 Administrative Assistant to the Associate Commissioner (JG 21)
- 1 Director of the Bureau of Child Advocacy (JG 24)
- 1 Director of Bureau of Development and Evaluation (JG 24)
- 1 Director of Bureau of Special Education Intervention (JG 24)
- 1 Head Administrative Clerk (JG 13)
- 4 Project Directors - Department of Education (JG 20)
- 6 Senior Clerk and Stenographers (JG 7)
- 9 Senior Supervisors in Education (JG 17)
- 5 Senior Accountants (JG 16)

II. (ORGANIZATIONAL STRUCTURE:)

A. Office of Associate Commissioner of Special Education

State Positions

<u>No. of Positions</u>	<u>Position Title</u>
1	Associate Commissioner, Division of Special Education
1	Project Director, Division of Special Education
1	Administrative Assistant to the Associate Commissioner, Division of Special Education
1	Head Administrative Clerk



II. (ORGANIZATIONAL STRUCTURE: continued)

Federal Positions (Planning Grant)

<u>No. of Positions</u>	<u>Position Title</u>
1	Project Director
4	Senior Supervisors in Education
1	Principal Clerk
2	Senior Clerk

B. Bureau of Special Education Management

State Positions

<u>No. of Positions</u>	<u>Position Title</u>
1	Director, Special Education Management
1	Head Administrative Assistant
2	Senior Supervisors in Education
5	Senior Accountants
1	Semi-Senior Accountant
1	Junior Accountant
2	Senior Clerk Stenographers
2	Junior Clerk Stenographers
1	Junior Clerk Typist

Federal Positions

2	Senior Accountants
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C. Bureau of Intervention

<u>No. of Positions</u>	<u>Position Title</u>
1	Director of the Bureau of Special Education Intervention
1	Assistant Director, Special Education
3	Senior Supervisors in Education





C. Bureau of Intervention continued

<u>No. of Positions</u>	<u>Position Title</u>
2	Supervisors in Education
2	Senior Clerk Stenographers

Federal Positions

1	Senior Supervisor in Education
1	Senior Clerk Typist

Boston-Wareham Regional Educational Centers

State Positions - Boston

<u>No. of Positions</u>	<u>Position Title</u>
1	Project Director
2	Senior Supervisors in Education
3	Supervisors in Education
1	Senior Clerk Stenographer

State Positions - Wareham

<u>No. of Positions</u>	<u>Position Title</u>
2	Supervisors in Education
1	Senior Clerk Stenographer

Federal Positions - Wareham

<u>No. of Positions</u>	<u>Position Title</u>
1	Senior Supervisor in Education

North Andover-Worcester Regional Educational Centers

State Positions - North Andover

<u>No. of Positions</u>	<u>Position Title</u>
1	Project Director



C. Bureau of Intervention

State Positions - North Andover continued

<u>No. of Positions</u>	<u>Position Title</u>
3	Supervisors in Education
1	Senior Clerk Stenographer

State Positions - Worcester

<u>No. of Positions</u>	<u>Position Title</u>
2	Senior Supervisors in Education
2	Supervisors in Education
1	Senior Library Reference Assistant

Federal Positions - Worcester

1	Assistant Supervisor in Education
1	Senior Clerk Stenographer
1	Library Reference Assistant
1	Laborer

Springfield-Pittsfield Regional Educational Centers

State Positions - Springfield

<u>No. of Positions</u>	<u>Position Title</u>
1	Project Director
1	Senior Supervisor in Education
1	Supervisor in Education
1	Senior Clerk Stenographer

Federal Positions - Springfield

1	Senior Supervisor in Education
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State Positions - Pittsfield

<u>No. of Positions</u>	<u>Position Title</u>
1	Supervisor in Education





D. Bureau of Child Advocacy

State Positions

<u>No. of Positions</u>	<u>Position Title</u>
1	Director of the Bureau of Child Advocacy
3	Senior Supervisors in Education

E. Bureau of Development and Evaluation

State Positions

<u>No. of Positions</u>	<u>Position Title</u>
1	Director of Development and Evaluation
1	Senior Supervisor in Education

F. Loaned Positions

State Positions

<u>No. of Positions</u>	<u>Position Title</u>	<u>Agency</u>
1	Supervisor in Education	Comm. Office Equal Opportunity
1	Assistant Supvr. in Education	Adm. and Personnel Teacher Certification
1	Jr. Clerk Stenographer	Adm. and Personnel Public Information
1	Jr. Clerk Stenographer	State and Federal Asst. Business Office

Federal Positions

1	Junior Accountant	State Federal Assistance Business Office
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DEPARTMENT OF EDUCATION  
DIVISION OF SPECIAL EDUCATION  
CENSUS AND EXPENDITURE  
SUMMARY

FOR THE SCHOOL YEAR ENDING  
JUNE 30, 1972

(SOURCES: SPED 5, FINANCIAL CLAIM FOR REIMBURSEMENT AND SPED 15, ANNUAL RETURNS)

	TOTAL ENROLLMENT	TOTAL EXPENDITURE	AVERAGE COST
STATE TOTAL			
A. MENTALLY RETARDED			
1. FULLY INTEGRATED	5,287	3,849,218	728.05
2. PREDOMINANTLY INTEGRATED	4,734	4,744,985	1,002.52
3. PARTIALLY INTEGRATED	11,030	10,798,187	978.98
TOTAL-MENTALLY RETARDED.....	21,051	19,392,390	921.21
B. PHYSICALLY HANDICAPPED			
1. SPECIAL CLASS TRANSITIONAL	495	1,147,800	2,319.79
2. SPECIAL CLASS INTEGRATED	253	143,077	565.52
3. SPECIAL CLASS NON-INTEGRATED	185	136,302	736.77
4. HOME INSTRUCTION LONG TERM	2,005	842,324	420.11
5. HOME INSTRUCTION SHORT TERM	4,293	883,904	205.89
6. HOSPITAL INSTRUCTION LONG TERM	1,241	156,360	126.00
7. HOSPITAL INSTRUCTION SHORT TERM	99	12,983	131.14
TOTAL-PHYSICALLY HANDICAPPED.....	8,571	3,322,750	387.67
C. PARTIALLY SEEING			
1. ITINERANT TEACHER	1,305	175,600	134.44
2. RESOURCE PROGRAM	18	17,527	973.72
3. SUPPLEMENTARY TUTORING	28	7,784	278.00
TOTAL-PARTIALLY SEEING.....	1,351	200,911	150.50
D. SPEECH OR HEARING HANDICAPPED			
1. INSTRUCTIONAL PERIODS	37,877	4,267,691	112.67
E. EMOTIONALLY DISTURBED			
1. SPECIAL CLASS INTEGRATED	3,347	3,460,844	1,034.01
2. SPECIAL CLASS NON-INTEGRATED	710	1,131,564	1,593.75
3. HOME INSTRUCTION	576	443,884	770.63
4. HOSPITAL INSTRUCTION	113	220,992	1,955.68
TOTAL-EMOTIONALLY DISTURBED.....	4,746	5,257,284	1,107.73
F. PERCEPTUALLY HANDICAPPED			
1. CLASSES (SELF CONTAINED)	1,953	1,443,226	738.98
2. CLASSES (TRANSITIONAL)	783	531,987	679.42
3. INSTRUCTIONAL PERIODS	6,966	3,270,464	469.49
4. SMALL GROUP SESSIONS	5,667	2,514,233	443.66
5. RESOURCE ROOM	2,449	1,216,286	496.65
TOTAL-PERCEPTUALLY HANDICAPPED.....	17,818	8,976,196	503.77
SYSTEM TOTAL.....	91,411	41,417,222	453.07





## DEPARTMENT OF EDUCATION REGION

## PITTSFIELD

	TOTAL ENROLLMENT	TOTAL EXPENDITURE	AVERAGE COST
REGION TOTAL			
A. MENTALLY RETARDED			
1. FULLY INTEGRATED	325	256,379	788.86
2. PREDOMINANTLY INTEGRATED	172	242,748	1,411.33
3. PARTIALLY INTEGRATED	365	380,033	1,041.19
TOTAL-MENTALLY RETARDED.....	862	879,160	1,019.91
B. PHYSICALLY HANDICAPPED			
1. SPECIAL CLASS TRANSITIONAL	8	12,105	1,513.13
2. SPECIAL CLASS INTEGRATED	4	652	163.00
3. SPECIAL CLASS NON-INTEGRATED			
4. HOME INSTRUCTION LONG TERM	11	8,106	736.91
5. HOME INSTRUCTION SHORT TERM	253	44,066	174.17
6. HOSPITAL INSTRUCTION LONG TERM			
7. HOSPITAL INSTRUCTION SHORT TERM	8	758	94.75
TOTAL-PHYSICALLY HANDICAPPED.....	284	65,687	231.29
C. PARTIALLY SEEING			
1. ITINERANT TEACHER	5	4,953	990.60
2. RESOURCE PROGRAM			
3. SUPPLEMENTARY TUTORING	3	75	25.00
TOTAL-PARTIALLY SEEING.....	8	5,028	628.50
D. SPEECH OR HEARING HANDICAPPED			
1. INSTRUCTIONAL PERIODS	2,818	135,228	47.99
E. EMOTIONALLY DISTURBED			
1. SPECIAL CLASS INTEGRATED	145	159,590	1,100.62
2. SPECIAL CLASS NON-INTEGRATED	32	49,772	1,555.38
3. HOME INSTRUCTION	17	8,322	489.53
4. HOSPITAL INSTRUCTION	2		
TOTAL-EMOTIONALLY DISTURBED.....	196	217,684	1,110.63
F. PERCEPTUALLY HANDICAPPED			
1. CLASSES (SELF CONTAINED)	13	28,182	2,167.85
2. CLASSES (TRANSITIONAL)	24	41,591	1,732.96
3. INSTRUCTIONAL PERIODS	5	2,402	480.40
4. SMALL GROUP SESSIONS	72	62,356	866.06
5. RESOURCE ROOM	143	66,704	466.46
TOTAL-PERCEPTUALLY HANDICAPPED.....	257	201,235	783.02
GRAND TOTAL.....	4,425	1,504,022	339.69





DEPARTMENT OF EDUCATION REGION

SPRINGFIELD

	TOTAL ENROLLMENT	TOTAL EXPENDITURE	AVERAGE COST
REGION TOTAL			
MENTALLY RETARDED			
1. FULLY INTEGRATED	989	515,854	521.59
2. PREDOMINANTLY INTEGRATED	523	411,744	787.27
3. PARTIALLY INTEGRATED	1,135	1,190,838	1,049.20
TOTAL-MENTALLY RETARDED.....	2,647	2,118,436	800.32
PHYSICALLY HANDICAPPED			
1. SPECIAL CLASS TRANSITIONAL	9	16,156	1,795.11
2. SPECIAL CLASS INTEGRATED	44	33,132	753.00
3. SPECIAL CLASS NON-INTEGRATED	1		
4. HOME INSTRUCTION LONG TERM	184	119,442	649.14
5. HOME INSTRUCTION SHORT TERM	100	39,949	399.49
6. HOSPITAL INSTRUCTION LONG TERM	168	139,170	828.39
7. HOSPITAL INSTRUCTION SHORT TERM	1		
TOTAL-PHYSICALLY HANDICAPPED.....	507	347,849	686.09
PARTIALLY SEEING			
1. ITINERANT TEACHER	11	13,984	1,271.27
2. RESOURCE PROGRAM			
3. SUPPLEMENTARY TUTORING	2		
TOTAL-PARTIALLY SEEING.....	13	13,984	1,075.69
SPEECH OR HEARING HANDICAPPED			
1. INSTRUCTIONAL PERIODS	3,762	337,251	89.65
EMOTIONALLY DISTURBED			
1. SPECIAL CLASS INTEGRATED	338	210,778	623.60
2. SPECIAL CLASS NON-INTEGRATED	116	216,461	1,866.04
3. HOME INSTRUCTION	44	49,419	1,123.16
4. HOSPITAL INSTRUCTION		35,120	
TOTAL-EMOTIONALLY DISTURBED.....	498	511,778	1,027.67
PERCEPTUALLY HANDICAPPED			
1. CLASSES (SELF CONTAINED)	128	122,247	955.05
2. CLASSES (TRANSITIONAL)	162	108,096	667.26
3. INSTRUCTIONAL PERIODS	543	252,423	464.87
4. SMALL GROUP SESSIONS	604	330,288	546.83
5. RESOURCE ROOM	31	12,222	394.26
TOTAL-PERCEPTUALLY HANDICAPPED.....	1,468	825,276	562.18
GRAND TOTAL.....	8,895	4,154,574	467.07



## DEPARTMENT OF EDUCATION REGION

## WAREHAM

	TOTAL ENROLLMENT	TOTAL EXPENDITURE	AVERAGE COST
REGION TOTAL			
A. MENTALLY RETARDED			
1. FULLY INTEGRATED	507	416,863	822.21
2. PREDOMINANTLY INTEGRATED	1,043	891,016	854.28
3. PARTIALLY INTEGRATED	2,741	2,311,336	843.25
TOTAL-MENTALLY RETARDED.....	4,291	3,619,215	843.44
B. PHYSICALLY HANDICAPPED			
1. SPECIAL CLASS TRANSITIONAL	4	62	15.50
2. SPECIAL CLASS INTEGRATED	39	11,851	303.87
3. SPECIAL CLASS NON-INTEGRATED	61	63,304	1,037.77
4. HOME INSTRUCTION LONG TERM	252	105,786	419.79
5. HOME INSTRUCTION SHORT TERM	638	134,085	210.16
6. HOSPITAL INSTRUCTION LONG TERM	8	280	35.00
7. HOSPITAL INSTRUCTION SHORT TERM	18	383	21.28
TOTAL-PHYSICALLY HANDICAPPED.....	1,020	315,751	309.56
C. PARTIALLY SEEING			
1. ITINERANT TEACHER	59	15,540	263.39
2. RESOURCE PROGRAM	11	11,690	1,062.73
3. SUPPLEMENTARY TUTORING	4	5,850	1,462.50
TOTAL-PARTIALLY SEEING.....	74	33,080	447.03
D. SPEECH OR HEARING HANDICAPPED			
1. INSTRUCTIONAL PERIODS	5,778	674,399	116.72
E. EMOTIONALLY DISTURBED			
1. SPECIAL CLASS INTEGRATED	461	477,340	1,035.44
2. SPECIAL CLASS NON-INTEGRATED	81	130,201	1,607.42
3. HOME INSTRUCTION	97	61,119	630.09
4. HOSPITAL INSTRUCTION	26	2,077	79.88
TOTAL-EMOTIONALLY DISTURBED.....	665	670,737	1,008.63
F. PERCEPTUALLY HANDICAPPED			
1. CLASSES (SELF CONTAINED)	569	366,826	644.69
2. CLASSES (TRANSITIONAL)	189	179,331	948.84
3. INSTRUCTIONAL PERIODS	1,285	614,084	477.39
4. SMALL GROUP SESSIONS	1,345	700,368	520.72
5. RESOURCE ROOM	565	250,965	444.19
TOTAL-PERCEPTUALLY HANDICAPPED.....	3,953	2,111,574	534.17
SYSTEM TOTAL.....	15,781	7,424,756	470.49





## DEPARTMENT OF EDUCATION REGION

## WORCESTER

	TOTAL ENROLLMENT	TOTAL EXPENDITURE	AVERAGE COST
REGION TOTAL			
A. MENTALLY RETARDED			
1. FULLY INTEGRATED	1,235	1,470,438	1,190.64
2. PREDOMINANTLY INTEGRATED	964	882,246	915.19
3. PARTIALLY INTEGRATED	1,285	1,115,146	867.82
TOTAL-MENTALLY RETARDED.....	3,484	3,467,830	995.36
B. PHYSICALLY HANDICAPPED			
1. SPECIAL CLASS TRANSITIONAL	377	206,252	547.09
2. SPECIAL CLASS INTEGRATED	15	4,522	301.47
3. SPECIAL CLASS NON-INTEGRATED	18	19,417	1,078.72
4. HOME INSTRUCTION LONG TERM	181	82,993	458.52
5. HOME INSTRUCTION SHORT TERM	404	70,236	173.85
6. HOSPITAL INSTRUCTION LONG TERM	10	4,062	406.20
7. HOSPITAL INSTRUCTION SHORT TERM	15	453	30.20
TOTAL-PHYSICALLY HANDICAPPED.....	1,020	387,935	380.33
C. PARTIALLY SEEING			
1. ITINERANT TEACHER	1,119	17,034	.04
2. RESOURCE PROGRAM	1		
3. SUPPLEMENTARY TUTORING		511	
TOTAL-PARTIALLY SEEING.....	1,120	17,545	.04
D. SPEECH OR HEARING HANDICAPPED			
1. INSTRUCTIONAL PERIODS	5,077	568,261	111.93
E. EMOTIONALLY DISTURBED			
1. SPECIAL CLASS INTEGRATED	928	589,748	635.50
2. SPECIAL CLASS NON-INTEGRATED	30	37,675	1,255.83
3. HOME INSTRUCTION	59	57,152	968.68
4. HOSPITAL INSTRUCTION	37	17,990	486.22
TOTAL-EMOTIONALLY DISTURBED.....	1,054	702,565	666.57
F. PERCEPTUALLY HANDICAPPED			
1. CLASSES (SELF CONTAINED)	171	89,799	525.14
2. CLASSES (TRANSITIONAL)	32	28,547	892.09
3. INSTRUCTIONAL PERIODS	1,152	520,013	451.40
4. SMALL GROUP SESSIONS	901	306,443	340.11
5. RESOURCE ROOM	543	167,430	308.34
TOTAL-PERCEPTUALLY HANDICAPPED.....	2,799	1,112,232	397.37
SYSTEM TOTAL.....	14,554	6,256,368	429.87



DEPARTMENT OF EDUCATION REGION

NORTH ANDOVER

	TOTAL ENROLLMENT	TOTAL EXPENDITURE	AVERAGE COST
REGION TOTAL			
A. MENTALLY RETARDED			
1. FULLY INTEGRATED	631	589,552	934.31
2. PREDOMINANTLY INTEGRATED	951	952,384	1,001.46
3. PARTIALLY INTEGRATED	2,568	2,395,788	932.94
TOTAL-MENTALLY RETARDED.....	4,150	3,937,724	948.85
B. PHYSICALLY HANDICAPPED			
1. SPECIAL CLASS TRANSITIONAL	78	32,212	412.97
2. SPECIAL CLASS INTEGRATED	71	44,526	627.13
3. SPECIAL CLASS NON-INTEGRATED	39	28,904	741.13
4. HOME INSTRUCTION LONG TERM	325	180,319	554.53
5. HOME INSTRUCTION SHORT TERM	1,088	191,192	175.73
6. HOSPITAL INSTRUCTION LONG TERM	26	199	7.65
7. HOSPITAL INSTRUCTION SHORT TERM	35	5,027	143.63
TOTAL-PHYSICALLY HANDICAPPED.....	1,662	482,379	290.24
C. PARTIALLY SEEING			
1. ITINERANT TEACHER	47	18,732	398.55
2. RESOURCE PROGRAM			
3. SUPPLEMENTARY TUTORING	7	224	32.00
TOTAL-PARTIALLY SEEING.....	54	18,956	351.04
D. SPEECH OR HEARING HANDICAPPED			
1. INSTRUCTIONAL PERIODS	8,712	1,116,123	128.11
E. EMOTIONALLY DISTURBED			
1. SPECIAL CLASS INTEGRATED	606	829,357	1,368.58
2. SPECIAL CLASS NON-INTEGRATED	165	211,028	1,278.90
3. HOME INSTRUCTION	64	57,333	895.83
4. HOSPITAL INSTRUCTION	13		
TOTAL-EMOTIONALLY DISTURBED.....	848	1,097,718	1,294.48
F. PERCEPTUALLY HANDICAPPED			
1. CLASSES (SELF CONTAINED)	441	253,401	574.61
2. CLASSES (TRANSITIONAL)	211	71,120	337.06
3. INSTRUCTIONAL PERIODS	1,993	978,876	491.16
4. SMALL GROUP SESSIONS	1,008	587,181	582.52
5. RESOURCE ROOM	847	360,955	426.16
TOTAL-PERCEPTUALLY HANDICAPPED.....	4,500	2,251,533	500.34
SYSTEM TOTAL.....	19,926	8,904,433	446.88





## DEPARTMENT OF EDUCATION REGION

BOSTON

	TOTAL ENROLLMENT	TOTAL EXPENDITURE	AVERAGE COST
REGION TOTAL			
A. MENTALLY RETARDED			
1. FULLY INTEGRATED	1,600	600,132	375.08
2. PREDOMINANTLY INTEGRATED	1,081	1,364,847	1,262.58
3. PARTIALLY INTEGRATED	2,936	3,405,046	1,159.76
TOTAL-MENTALLY RETARDED.....	5,617	5,370,025	956.03
B. PHYSICALLY HANDICAPPED			
1. SPECIAL CLASS TRANSITIONAL	19	881,013	46,369.11
2. SPECIAL CLASS INTEGRATED	80	48,394	604.93
3. SPECIAL CLASS NON-INTEGRATED	66	24,677	373.89
4. HOME INSTRUCTION LONG TERM	1,052	345,678	328.59
5. HOME INSTRUCTION SHORT TERM	1,810	404,376	223.41
6. HOSPITAL INSTRUCTION LONG TERM	1,029	12,649	12.27
7. HOSPITAL INSTRUCTION SHORT TERM	22	6,362	289.18
TOTAL-PHYSICALLY HANDICAPPED.....	4,078	1,723,149	422.55
C. PARTIALLY SEEING			
1. ITINERANT TEACHER	64	105,357	1,646.20
2. RESOURCE PROGRAM	6	5,837	972.83
3. SUPPLEMENTARY TUTORING	12	1,124	93.67
TOTAL-PARTIALLY SEEING.....	82	112,318	1,369.73
D. SPEECH OR HEARING HANDICAPPED			
1. INSTRUCTIONAL PERIODS	11,730	1,436,429	122.46
E. EMOTIONALLY DISTURBED			
1. SPECIAL CLASS INTEGRATED	869	1,194,031	1,374.03
2. SPECIAL CLASS NON-INTEGRATED	286	486,427	1,700.79
3. HOME INSTRUCTION	295	210,539	713.69
4. HOSPITAL INSTRUCTION	35	165,805	4,737.29
TOTAL-EMOTIONALLY DISTURBED.....	1,485	2,056,802	1,385.05
F. PERCEPTUALLY HANDICAPPED			
1. CLASSES (SELF CONTAINED)	631	582,771	923.57
2. CLASSES (TRANSITIONAL)	165	103,302	626.07
3. INSTRUCTIONAL PERIODS	1,988	902,660	454.06
4. SMALL GROUP SESSIONS	1,737	527,597	303.74
5. RESOURCE ROOM	320	358,010	1,118.78
TOTAL-PERCEPTUALLY HANDICAPPED.....	4,841	2,474,346	511.12
SYSTEM TOTAL.....	27,833	13,173,069	473.22





DEPARTMENT OF EDUCATION  
DIVISION OF SPECIAL EDUCATION  
STATEMENT OF BUDGETARY APPROPRIATION  
EXPENDITURES FOR FISCAL YEAR 1973

Source: State Comptroller's Statement, P.D. 542

<u>Appropriation Account No.</u>	<u>Program Activity</u>	<u>Expenditures</u>
7028-0001	DIVISION OF SPECIAL EDUCATION ADMINISTRATION	\$ 410,377
	Comment: Salaries and administrative costs for thirty-five (35) positions	
7028-0301	EDUCATION OF EMOTIONALLY DISTURBED CHILDREN	9,014,000
	Comment: Education and transportation for 1,331 day and residential students under the provisions of G.L., C. 71, S. 46I	
7028-0701	EDUCATION OF DEAF, BLIND AND APHASIC CHILDREN	11,096,043
	Comment: Education and transportation for 1,379 day and residential students under the provisions of G.L., C. 69, S. 26	
7028-2802	PROGRAM PROVIDE INSTRUCTION AND TRAINING OF CHILDREN WITH LEARNING IMPAIRMENTS	412,200
	Comment: Education and transportation for 77 day and residential students under the provisions of G.L., C. 71, S. 46L	
7028-0901	INSTRUCTION PHYSICALLY HANDICAPPED	251,130
	Comment: Education and transportation for 52 day students under the provisions of G.L., 71, S. 46M	
7028-0401	EDUCATION OF DEAF AND BLIND PUPILS	684,200
	Comment: Education of students enrolled in public programs under the provisions of G.L., C. 69, S. 28; S. 33	
7028-0402	TRANSPORTATION OF DEAF, BLIND AND APHASIC PUPILS ATTENDING LOCAL SCHOOLS	
	Comment: Transportation costs incurred under Appropriation Acct. No. 7028-0401	292,500
TOTAL BUDGETARY APPROPRIATION EXPENDITURES		\$22,160,450



## ANNUAL REPORT

### Office of Regional Education Centers

Year Ending June 30, 1973

Regional Education Centers continued to expand services to local school districts during FY 1973. The Worcester Center relocated in larger quarters in neighboring West Boylston, joining Pittsfield and Springfield as Centers with complete facilities for increasing staff, media services, large and small group meetings, and a variety of workshops, seminars, and demonstrations. Plans were well under way by June for the similar relocation of the Boston, Northeast, and Southeast Centers early in FY 1974.

In consonance with the belief that staff and resources of the Department should be available regionally as demonstrated needs are identified, specialists in occupational education and special education were assigned to each Center this year. Additionally, personnel from Title I, Student Services, and Curriculum Services were available on a regular basis (one-three days weekly) in each Center.

Major emphases of the Centers evolved from Goals and Objectives, developed by the Centers in joint session prior to the start of the year. Each Center then implemented its own activities and programs growing out of those goals. Priority thrusts included assistance to LEA's in completing the "goals booklet" and working with more than a hundred LEA's who had not implemented kindergarten. By the end of the fiscal year, all but sixteen had developed kindergarten programs for September, 1973. The sixteen who could not were assisted in preparing programs for 1974, including necessary building plans.

#### Goal 1: Physical and Emotional Well-Being

Additional specialists in special education were assigned to the Centers and services to local schools both on site and in the Centers through workshops, conferences, and reference resources increased markedly. Schedules of weekly consultative services in health and drug education were offered in each Center.

During the year, half a dozen cooperatives were initiated by the Centers for communities who shared common needs in dealing with children with learning disabilities, e.g. a North Shore cooperative for special education transportation among twelve districts. Another cooperative of five districts was able to develop a shared program for the blind.

Literally hundreds of workshops were held during 1973 in the areas of drugs, early childhood, nutrition, special education, sex education, learning disabilities, and the like.





## Goal 2: Basic Communication Skills

New programs in all Centers were offered this year in collaboration with 21" Classroom in several aspects of communication and media. In addition, one staff member in each Center was trained and provided with equipment and materials to offer workshops for elementary teachers in reading and language arts. Approximately one hundred such workshops were offered in the regions, including a series featuring "The Electric Company."

Under the new legislation, a series of bilingual education workshops were held in the Centers. For local staff interested in improving classroom environment, workshops were offered in two Centers (Boston and Southeast) in intergroup relations and analysis of classroom behavior.

## Goal 3: Effective Uses of Knowledge

Center staff again prepared and presented programs at the Annual Humanities Conference and held humanities seminars during the year. Each center coordinated with the National Science Foundation and Boston College a series of science curriculum integration workshops in each region for teachers and administrators. More and more, center staff were active in initiating or expanding adult education programs for LEA's. Environmental activities also increased in number and intensity. The Pittsfield Center, for example, helped establish the Berkshire County Environmental Consortium of colleges and schools. Numerous conferences and seminars involving the integration of disciplines and open education were held during the year.

## Goal 4: Capacity and Desire for Lifelong Learning

One staff member in each Center worked with LEA's in developing adult education and evening programs for all age groups. MAX-ED programs in sixty-five high schools around the state were planned in concert with Center staff and contained components designed to increase appreciation and desire for learning.

During FY 1973, more than forty school districts encompassing sixty high schools had implemented some form of MAX-ED program in an effort to offer expanded educational experiences to their students. As with any experimental program, there were failures as well as successes, but Boston, for example, was sufficiently successful with its Flexible Campus program in twelve high schools to plan extending the program to more students and more high schools in 1974. In one Massachusetts high school, 20 percent of the juniors and seniors were involved in off-campus learning experiences at fifty-seven different sites.

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A major goal of MAX-ED program, developed in cooperation with the Centers under guidelines established in 1973 by a joint Regional Center-High School Principals Task Force, has been the exploration of experiences which will demonstrably heighten students' appreciations for learning as a varied, lifelong activity. To this end, Center staff developed an evaluation process and instrument to be administered annually to students, staff, and the community. Piloting of the instrument was completed in June of 1973.

#### Goal 5: Citizenship in a Democratic Society

By the end of FY 1973, each Center had organized Regional Advisory Councils and Regional Student Advisory Councils. The latter were elected by their peers in accordance with recent legislation and were represented on the State Youth Council.

The major responsibility of these Councils was to assist Centers in assessing regional needs and to advise in the determination of Center priorities and programs. Significant contributions were made by these Councils in seeking legislative budgetary support and in working with LEA's on the Coals project and the implementation of kindergarten.

One Center (Worcester) has begun a model project called Central Massachusetts Citizens Involved in Education, which seeks to open the channels even more and presents dramatic opportunities for citizenship.

Marshalling the resources of local businesses, citizen groups, educational associations, and the Department, Center staff and the area Board member developed a charter, set up an office and resource area in the Center, recruited volunteer staff, published a brochure and a newsletter, and began making presentations to interested groups in Worcester County. CM/CIE established the goal of assisting citizens in learning how to get involved with their school systems in positive ways to improve educational opportunities for their children.

Each Center had a Citizenship Task Force to aid the Department in bring forth new programs in citizenship education. Centers also regularly brought together diverse groups of citizens to discuss needed legislation, reforms, needs, area problems. Such meetings were often held in the evening and on Saturdays to afford wider participation.

#### Goal 6: Respect for the Community of Man

Almost two years of effort by the Greater Boston Regional Center in concert with the educational, civic, community, and business leaders of the Greater Boston area culminated in June with the funding by HEW of the Boston Metro Project for nearly one million dollars.





The project, the only one of its kind in the country to receive funding, established as its goal over a ten-year period the reduction of racial isolation in the seventy-eight school districts served and the increase of inter-district cooperative programs.

#### Goal 7: Occupational Competence

Specialists in occupational education were assigned this year to each Center. A number of workshops and conferences were held on career education, comprehensive schools, elementary occupational education, and similar areas of concern. Groups of LEA's were brought together to achieve new programs in career education. The Northeast Center, for example, developed a consortium of eight comprehensive high schools whose students were able to pool resources plus four vocational sites in exploring career interests.

#### Goal 8: Understanding of the Environment

Center staff have coordinated and participated in environment and ecology programs with such agencies and groups as the U. S. Department of Interior, National Science Foundation, Departments of Agriculture and Natural Resources, County Pollution Commissions, Environmental Protection Agency, college and community groups, and student groups.

The Pittsfield Regional Center was active in establishing the Berkshire County Environmental Consortium, a group of schools, colleges, businesses, and community groups seeking to promote better understanding and respect for our environment.

#### Goal 9: Individual Value and Attitudes

Positive efforts to effect this goal occurred through a variety of activities. Certainly the MAX-ED programs in over sixty high schools have this as a primary goal. Student advisory councils and the manner in which they operated were positive examples. A large number of teacher and administrator training sessions at the Centers were aimed at helping educators develop a greater understanding and respect for the student.

The Metro Project begun this year is essentially geared to the goal of greater respect and cooperation among people in the urban area of Boston, particularly as it affects their children.

A number of seminars and training sessions were held in the Centers in such related areas as guidance, pupil services, drug education, special needs, open education, learning alternatives, climates for learning, and methods of teaching. In one center alone (Southeast), more than four thousand teachers, administrators, and laymen took part in such programs in 1973.





## Goal 10: Creative Interests and Talents

A specialist in the arts was assigned to the Regional Center operation this year. Emphasis increased on programs dealing with fine arts, humanities, integration of disciplines, and alternative learning climates. One Center (Pittsfield) offered more than one such activity monthly with good response.

A series of meetings and workshops was held in cooperation with Curriculum and Instruction and 21" Classroom in each Center and were well attended.

Center staff assisted districts planning MAX-ED programs in developing on and off campus options based on the humanities. In the Boston MAX-ED program, for example, there is a heavy emphasis on programs involving such agencies as the museums, conservatories, libraries, and theaters.

In summary, Regional Center activities continued to increase during 1973 as needs were identified and resources allocated. More and more emphasis was placed on encouraging groups of communities with common concerns to form collaboratives for both fiscal and educational gains.

An outstanding example of such effort was the Metro Project, begun a year ago under the aegis of the Boston Center and requiring seventy-eight disparate school districts to agree on a proposal for planning, under the Emergency School Assistance Act, long-range programs for reducing minority group isolation. Other such collaboratives, which really embrace the essence of all the goals, were begun in every region, each different but all aimed at improving the educational environment.

Thanks to continued strong endorsement by the Board of Education, the active involvement of the new Commissioner, and significantly increased legislative support, the Centers were able in 1973 to maintain proven services to LEA's, introduce new services, initiate a number of promising collaboratives and participate actively in a number of MACE and NSF studies.

### Pathways

A number of Regional Center activities and programs enhanced the realization of the Goals under the utilization of the Pathways established concurrently with the Goals.

1. Implementing the kindergarten mandate: In 1963 the Board of Education ruled that by September 1973 all school districts in Massachusetts must offer kindergarten education. At the time approximately two-thirds of the districts did not have kindergarten.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. This section also outlines the various methods used to collect and analyze data, ensuring that the information is reliable and up-to-date.

2. The second part of the document focuses on the financial aspects of the organization. It provides a detailed breakdown of the budget, including income, expenses, and the resulting surplus or deficit. This section also discusses the various financial risks faced by the organization and the strategies implemented to mitigate these risks.

3. The third part of the document addresses the operational aspects of the organization. It describes the various departments and their functions, as well as the processes used to manage the organization's day-to-day activities. This section also discusses the various challenges faced by the organization and the strategies implemented to overcome these challenges.

4. The fourth part of the document discusses the future of the organization. It outlines the various goals and objectives for the coming year, as well as the strategies implemented to achieve these goals. This section also discusses the various risks faced by the organization and the strategies implemented to mitigate these risks.

5. The fifth part of the document discusses the various stakeholders of the organization. It describes the various groups and individuals who have an interest in the organization's success, as well as the strategies implemented to engage these stakeholders. This section also discusses the various challenges faced by the organization and the strategies implemented to overcome these challenges.

6. The sixth part of the document discusses the various legal and regulatory requirements that the organization must comply with. It describes the various laws and regulations that apply to the organization, as well as the strategies implemented to ensure compliance. This section also discusses the various challenges faced by the organization and the strategies implemented to overcome these challenges.

7. The seventh part of the document discusses the various ethical considerations that the organization must take into account. It describes the various ethical principles that guide the organization's decision-making, as well as the strategies implemented to ensure that these principles are followed. This section also discusses the various challenges faced by the organization and the strategies implemented to overcome these challenges.

8. The eighth part of the document discusses the various environmental considerations that the organization must take into account. It describes the various environmental impacts of the organization's activities, as well as the strategies implemented to minimize these impacts. This section also discusses the various challenges faced by the organization and the strategies implemented to overcome these challenges.

9. The ninth part of the document discusses the various social considerations that the organization must take into account. It describes the various social impacts of the organization's activities, as well as the strategies implemented to minimize these impacts. This section also discusses the various challenges faced by the organization and the strategies implemented to overcome these challenges.

10. The tenth part of the document discusses the various technological considerations that the organization must take into account. It describes the various technological trends that are likely to shape the organization's future, as well as the strategies implemented to stay ahead of these trends. This section also discusses the various challenges faced by the organization and the strategies implemented to overcome these challenges.

At the beginning of the 1972-73 school year, nearly one-third were still without it. The Board of Education assigned a task force of two Associate Commissioners and the Director of Regional Centers the responsibility for implementing the mandate. Center staff worked with the more than one hundred districts affected in developing programs. Except for sixteen districts which were in process of constructing new facilities and were granted a delay, all the districts met the deadline.

2. Regulations: One of the major responsibilities of Regional Centers is the administration of the various regulations affecting the daily operation of schools. Numerous instances occurred during the year when Center staff transformed this regulatory function into a leadership role by assisting LEA's in devising alternative programs when it seemed certain regulations could not be met due to overcrowding or lack of resources.

Two outstanding examples were Barnstable and Shrewsbury High Schools. Each faced overcrowded facilities and inadequate programs. Rejecting the apparent solution of double sessions, their staffs and Center personnel developed programs which offer 4-6 day weeks, late afternoon and evening classes, a wide variety of off and on-campus learning situations, and almost limitless potentials for individual initiatives. Both were adopted by the Board of Education as pilot programs for 1973-74.

3. Kaleidoscope Summers: The Southeast, Northeast, and Pittsfield Centers, each located in areas popular as resorts for educators during the summer, offered a kaleidoscope of mini-courses, workshops, and seminars in a myriad of educational topics for vacationing educators and the general public.

Using the resources of the Department and the region's colleges, schools, and communities, the Centers presented well attended programs in such areas as alternative scheduling, business management, open education, staffing patterns, behavioral objectives, staff retraining, management by objective, and community participation.

4. MACE: More and more frequently, the Centers became in 1973 focal points for on-going MACE studies. Not only were physical facilities used, but more important, Center staff were actively involved in the conduct of the studies as participants and resource people. Prime examples were the studies on cable TV, school district organization, elementary science, and school business management.







## ANNUAL REPORT

### Bureau of Equal Educational Opportunity

Year Ending June 30, 1973

The Bureau of Equal Educational Opportunity experienced a busy and entangled year in its involvement in the issues of educational opportunity throughout the Commonwealth. Aside from the more sensational issues of racial balancing and desegregation planning, much effort was directed to a wide range of activities in bilingual education, vocational education, sex discrimination, METCO, Title I and tracking. Two federal grants, Title IV and Model Cities, supported many of these activities for part of the year, allowing for expanded research and action programs. The educational goals which have been established for the Commonwealth express the aim for equality in education. The work of this Bureau relates at least indirectly to each of the ten goals, and more specifically to others. The general concern of the Bureau is to assure that access to educational opportunities is equally available to all students without regard to race, religion, national origin or sex.

#### Physical and Emotional Well-Being

The emotional well-being of students is dependent on their satisfaction with the educational system and their self-identity within the educational process. The Bureau in many of its programs has been working to bring about changes in school systems to assure the future well-being of students currently being discriminated against: non-white students, through racial balancing; linguistic minorities, through expanded bilingual programs; and female students, through the implementation of Chapter 622. Additionally, this Bureau administers programs through which nearly 6,000 students are transferred to schools where they and their parents feel they will have more opportunity. The various legal and administrative actions in which this office is involved are aimed at influencing school systems, their policies and practices in these areas.

#### • • Basic Communication Skills

For many years, the needs of the non-English speaking children of the Commonwealth had gone unmet. In this the second year of operation of the Transitional Bilingual Education Act much progress has been made and many breakthroughs realized. The role of this Bureau has been one of advocacy for the rights of linguistic minorities, and staff, Sister



Francis Georgia in particular, have worked in conjunction with the Bureau of Transitional Bilingual Education to this end. Activities included:

Review of the 39 established bilingual programs, and an additional 10 which are receiving technical assistance, which serve some 9,000 students across the state.

Development of guidelines for Parent Advisory Committees for bilingual education, as mandated by the law. Five conferences were given in regional offices to inform parents, teachers and administrators of the workings of the bilingual programs and to bring the community and administration together in a joint effort of cooperation.

Recruitment of teachers, community liaisons and teacher aides; facilitating certification of non-citizens and those with documentation from other countries; membership on the Board of Certification of language fluency for bilingual teachers.

Dissemination of information on a local and national level concerning the bilingual law and its implications.

Participation on the State Advisory Council, a clearinghouse for ideas for enriching bilingual programs and bringing violations to the attention of the body for concerted action.

General state-wide monitoring of bilingual programs in the areas of budget, curriculum, etc.

### Effective Use of Knowledge

The success of a learning process can be determined by an individual's ability to apply and use to the utmost what (s)he has learned. "Tracking" systems in schools have to a great degree determined the opportunities a student might have to develop and expand, and the areas in which his/her knowledge might be applied. Efforts have been made in this office to investigate tracking methods: whom they discriminate against, at what point in a student's career does tracking begin, and any alternatives to this system. A hearing held last fall in New Bedford concerning racial balancing in that city dealt specifically with the problems of tracking and New Bedford's successful efforts toward its elimination.

Chapter 622's influence is felt in this area also, since it aims to open to all students areas of study which may have been limited before to students of one sex. This Bureau has coordinated the efforts of the Ad Hoc Committee for Chapter 622 in developing the guidelines for implementation of the law, and will participate in the state-wide hearings on this issue in the fall.

The programs administered and fostered by this Bureau aim to give students an opportunity to learn and grow in a situation which enables them to know what it is like to live in a multi-racial, multi-ethnic society.





## Respect for the Community of Man

This particular goal appears to most adequately represent the goal of equal educational opportunity. The major focus of our activities emphasizes that we are a diverse society and that various groups have each their own strengths and contributions to make. These issues can be affirmed by changes in the way schools operate in their treatment of all students of any race or language or sex. The often controversial activities of this Bureau grow out of the difficulty of translating this goal, to which few people will take exception, into concrete practice. Too often students are isolated in a learning situation without exposure to the diverse elements of society and the personal enrichment they offer. It is difficult to respect or understand the unknown. Racial balance, METCO, bilingual-bicultural education, minority and women's studies all aim for a harmonious and mutually beneficial mesh of what is "different."

## Occupational Competence

Staff investigated tracking practices and their negative effects on the competence and aspirations of certain groups of students. The exclusion of identifiable groups from the advantages of particular courses of study are apparent and are being dealt with, notably in dealing with black and Spanish-speaking students excluded from vocational programs, and sex discrimination in preparation for certain careers. Research is presently being conducted in all of these areas in an effort to assure that particular groups are not excluded from the benefits of the educational system and are not left in the "general" non-productive track because of discriminatory practices.

## Understanding the Environment

No activities under this goal.

## Individual Values and Attitudes

An individual's attitudes develop gradually through the exposure he or she receives. Programs geared for equality of educational opportunity aim to encourage positive self-images and self-awareness, as well as to foster mutual understanding of the problems of particular groups.

One of the publications distributed by the Bureau through "Schools for the City" was "Resource material for Puerto Rican Culture and History," which was made available to teachers and administrators to aid in designing bilingual curriculum. Such materials, and any courses dealing with biculturalism can only have a positive effect on the development of attitudes by young students. Exposure to the diverse elements of society allow a person to develop an awareness of self and others based on real experience. Such awareness will hopefully include sensitivity to a multi-faceted society.





## Capacity and Desire for Lifelong Learning

Such a goal is dependent for success upon positive early experiences in education. Through the bilingual programs, for example, students who would otherwise be excluded and turned off because of linguistic barriers are given access to skills and a positive feeling about learning. In addition to bilingual programs in the regular school curriculum, this Bureau supported and urged development of the Spanish high school equivalency tests given for the first time this year. The lack of a high school diploma has been a substantial barrier to many Spanish-speaking in the state who may have been prepared and qualified at the high school level and beyond, but without the necessary documentation.

Through METCO, students previously locked into inner-city schools have an opportunity to avail themselves of better facilities and an environment with a more positive atmosphere, perhaps an orientation toward college or career which would not have been experienced otherwise.

Last fall, this Bureau, in conjunction with the Racial Imbalance Advisory Committee, conducted hearings on racial balance in New Bedford, which had succeeded in eliminating imbalance and additionally has done away with tracking in its high school. The Bureau was anxious to investigate the positive effects of the elimination of tracking, and the resulting changes in curriculum. Opening new areas of study to students can only serve to satisfy and hopefully stimulate a student's curiosity and desire for education, formal or otherwise.

The implications of Chapter 622 must be mentioned under this goal also. Gradually the counselling practices of school systems will come to deal with all students equally and encourage female students as well to go on to developed and responsible roles, not limited by virtue of their sex.

## Citizenship in a Democratic Society

The Bureau has several activities which encourage community participation in education. Special emphasis is given to enabling parents to make determinations on what happens to their children in the schools. The Bureau co-sponsored a conference in Holyoke which brought together Model Cities and Title I administrators to discuss parent involvement. Additionally, a staff member directed PAC training in Lynn, the goal of which was more involved participation of parents in the decision making process. METCO parent participation is encouraged and has grown; alternative suggestions and parental input on modifications to the State racial balance plan were encouraged; and two staff members were particularly concerned to crystallize and make effective the role of black parents.

Parental participation in the educational process is a self-perpetuating mechanism. Children who can identify with active and effective parents will develop a sense that they too can influence a system with such widespread ramifications.



## Creative Interests and Talents

No activities under this goal.

### Summary

The major undertaking of this Bureau in the past year was related to racial imbalance issues: involvement in litigation, adjudicatory and administrative hearings and the lengthy and involved development of a racial balance plan for Boston. These activities were the culmination of seven years of state efforts to reduce racial isolation in the public schools, as required by law. The forecast for Bureau activities is a follow through on the results of these various proceedings, which will involve cooperation with school departments in perfecting racial balance plans, analyses of school facility planning and working with civic leaders and parents for a better understanding of the plans and the issues.

Additionally, work is growing in other areas. METCO has an expanded budget and will be serving a larger number of students. Chapter 622 is getting underway: staff will be working on finalizing the guidelines and administering state-wide hearings which will serve to inform school personnel and parents and students of the law and the methods for implementation. Bilingual programs are growing and so the need for technical assistance to school districts serving non-English speaking children.

The Bureau will be dealing with concrete issues in all of these areas, assuring that equal educational opportunity will be a principal concern of educators across the state.

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## PART II - OPERATIONS

During 1973, the initial stages in the introduction of a program budgeting system were successfully implemented in the Department of Education. Program budgeting was conceptualized and developed with the purpose of enhancing decisions relating to the allocation of resources. Specifically, the procedures provided for the identification of Department programs, objectives, and costs and these data were analyzed and synthesized to facilitate review in the budgetary process. These procedures provided the basis for decisions relating to State appropriation requests and future program activity.

Equally important, expenditure plans relating to programs were developed and will be implemented in the Department with the 1974 appropriation. An accountability process was developed that provides for an evaluation of program accomplishments in relation to the expenditure of State and Federal resources.

Everett G. Thistle

Deputy Commissioner for Operations



ANNUAL REPORT

Division of Administration and Personnel

Douglas A. Chandler, Associate Commissioner

YEAR ENDING JUNE 30, 1973



## INTRODUCTION

I am pleased to submit herewith the Seventh Annual Report of the Division of Administration and Personnel. The Division is primarily concerned with providing support services for the Department and/or the local educational agencies. With this as our major mission, our impact on the goals for Education in Massachusetts tends to be supportive, but indirect. Several "Imperatives" under the Goals generate programs within the Bureaus; achievements under them are reported herein.

The separate reports of the four operating Bureaus in the Division, 1) Personnel and Staff Development, 2) Educational Information Services, 3) Teacher Certification and Placement, and 4) School Management Services are included and the attention of the reader is directed to these for amplifying details. For administrative purposes, the Teachers Retirement Board unit is assigned to the Division. The Executive Secretary submits a separate report of his unit's activities. The Business Office has been removed from the Division although most of its resources are provided through the Divisional personnel authorization and fiscal appropriation. A separate report is filed by the Business Agent.

The remainder of this report seeks to highlight four significantly important program achievements initiated and ongoing in the Division which we believe contribute to the Goals for Education in Massachusetts.

## PERSONNEL

A casual observer might assume that the activities of the Bureau of Personnel and Staff Development have little, if any, impact on the Goals for Education; quite the contrary is true. To recruit quality personnel for service in the Department and to maintain high performance levels after employment are vitally important if we are to continue our leadership role with the local educational agencies.

With the participation and support of the Bureau of Personnel and Standardization, four new professional job descriptions with new and higher pay grades were worked out and recommended to the legislature by the Bureau and the Department. If appropriate budget action for fiscal 1975 is taken by the General Court, we will be able to reenter the competitive market for quality candidates with better prospects for success.

Our Affirmative Action Program is being implemented with increasing vigor, and recruitment from minority groups is given high priority. We must set the example with a balanced and integrated staff.





The state training unit, the Department's own programs, and special opportunities from other sources have all been utilized to upgrade staff competency. These voluntary programs may become required with the full development of a staff appraisal program which is now underway. Meaningful assessment of needs will be jointly developed and appropriate training programs undertaken by employees.

### EDUCATIONAL INFORMATION SERVICES

One imperative for the Department is to build a comprehensive communication system. The Bureau of Educational Information Services has made noteworthy progress toward this goal during the year.

Our external house organ, EDUCATION: THE COMMONWEALTH OF MASSACHUSETTS, improved in form and content, is becoming the "voice" of the Department as it reports on significant educational innovations and developments throughout the State.

More sophisticated editorial, lay out and production services are being made available by the Bureau staff to all Department units with publication needs. Responses from the many publics served attest to the helpfulness of documents produced by the Department.

Opportunities to discuss education issues, problems and challenges are being arranged for Department staff on radio and television and in the press.

Topical research is being done by the Reference Center for those who wish information on which to base decisions and also for those who are preparing papers for delivery or publication.

In cooperation with the Division of Research, Planning and Evaluation, the Bureau staff works closely on the federally funded State Educational Information Center Project. The goal of the Project is to develop a system for increasing the availability and accessibility of educationally oriented research to students, teachers, administrators and segments of the general public. The work has progressed so well that the Institute for Educational Services, a not-for-profit corporation, acting as a broker, can now receive, research and report on requests coming from clients for a small fee.

With the feasibility of the system demonstrated, it only remains now to broaden its implementation so that a larger volume of searches can result in a lower unit cost.



## TEACHER EDUCATION AND CERTIFICATION

On the premise that quality education is based, at least in part, on the competency of the classroom teacher, the Massachusetts legislature has culminated several years of effort by enacting a bill which charts new directions for teacher education and certification.

This landmark legislation provides for a two-year provisional teaching certificate, an evaluation, during the second year, of the teachers performance by a peer group. The evaluation can result in a recommendation to the Board of Education either that a permanent certificate be granted or that the provisional certificate be renewed for an additional two-year probationary period.

A Commission, advisory to the Board of Education, will have broad powers to recommend programs designed to assist in better teacher preparation, to recommend criteria for evaluation programs for provisional teachers, and to recommend continuing professional development of the teacher corps.

A division within the Department will administer the programs including a placement service and the ongoing implementation of the Interstate Compact certification reciprocity agreement among the thirty-one members.

This new Chapter in the General Laws now makes it possible to move from the restrictive limited criteria based on courses taken and/or unevaluated experience to a considered judgment of a teacher's competency in the classroom. We anticipate that the wise implementation of the provisions of the new law will mark a giant step ahead in quality education in Massachusetts.

## SCHOOL MANAGEMENT SERVICES

The Bureau of School Management Services in its second year of operation has made significant contributions in support of local education agency programs by providing for the continuing development of management information systems coupled with leadership training for school personnel.

Workshops and conferences have been held throughout the State in the regional centers. These work sessions have been used to assist school and other municipal employees in system development and management.

The annual pupil and financial report which provides the basis for state aid was simplified. However, the transition from a calendar year to a July 1 - June 30 fiscal year resulted in an eighteen month adjustment period for municipalities. The attendant budget and accounting problems for the schools were substantial and all-out efforts to assist had to be made by the Bureau.





It is now clearer than ever before that all units of local government and the units within the Department of Education are closely interrelated and interdependent. It is imperative that all program divisions in the Department develop management systems and practices for the operation of specific programs at the local educational agency level that are compatible with our State and Federal requirements.

This Bureau can and must be providing the leadership and training necessary to develop and administer a defensible management information system.

#### SUMMARY

The four programs briefly outlined above may provide a sample of the kinds of activities carried on in a support division which we believe contribute to the achievement of the Goals for Education in Massachusetts.

I am grateful for the continued support and dedicated activities of many people who have helped to make the work of the Division significantly meaningful.

Respectfully submitted,

*Douglas A. Chandler*  
Douglas A. Chandler



## ANNUAL REPORT

Director, Bureau of Teacher Certification and Placement

Year Ending June 30, 1973

The activities of the Bureau over the past year have reflected the specific statutory mandates of the Board of Education delegated as responsibilities of the Bureau. These statutory mandates include (1) General Laws Chapter 15 Section 1F which provides that the Board shall set minimum standards for the employment of professional personnel in public schools; (2) General Laws Chapter 71 Section 36G which provides the basis for legal employment in Massachusetts public schools requiring that a person be certified to be eligible for employment or the local school committee have applied for and received a favorable response from the Bureau to a request for a waiver to employ a non-certified or misassigned teacher; (3) Chapter 71A which provides authorization for the certification of teachers of Transitional Bilingual Education; (4) Chapter 74B of the Acts of 1968 which statutorily specifically authorizes responsibilities in professional preparation and interstate reciprocity; and (5) General Laws Chapter 69 Section 6 which statutorily mandates the Board's responsibilities in professional placement. In addition, Sections 4 and 5 of Chapter 684 of the Acts of 1972 mandated the collection of a fee from applicants for certification and placement effective July 31, 1972. Both the activities of the Bureau and the statutory mandates relate to Imperative #4, that of establishing modern teacher personnel practices.

During fiscal 1973 there was one change in professional staff. Mrs. Ruth Godin, Supervisor in Education, who had been with the Bureau for three years, resigned in March 1973 to take a position as a high school guidance counselor at a higher salary. At the end of fiscal 1973 this position had not yet been filled because of the hiring freeze. Mr. Dennis DiCarlo continues in the position of Assistant Supervisor loaned to the Bureau by the Division of Special Education. They have agreed to continue this arrangement on the condition that he spend one-half day each week with the Division of Special Education evaluating applications for "approval" as teachers of children with special needs in the areas of deafness and mental retardation. For fiscal 1973 the number of professional staff budget for the Bureau remained the same as it had been eight years before despite a marked increase in load. The classified positions committed to the Bureau continued to be six as prior to the Willis-Harrington and the Stiles Study. These are supplemented by three borrowed positions. This is one less than the previous year as the Division of Special Education requested the return of the





clerical position it had previously loaned the Bureau. The fiscal 1974 budget includes several new positions, but even with these the Bureau will remain seriously understaffed, particularly with classified personnel.

With the inauguration of the application fee, there has been some reduction in the number of certificates issued, but not in the work load of the Bureau of Teacher Certification and Placement. Some 16,251 original certificates were issued. In response to requests for additional certificates, another 3,450 were issued and some 693 duplicate certificates were issued for a grand total of 20,394 certificates issued in fiscal 1973. In addition, many revised certificates were issued to applicants whose legal name was changed because of marriage. While this shows a slight decrease in the number of certificates issued, there has, in fact, been an increase in the number of individuals certified, and in the work load of the Bureau staff. This can be explained in part by the imposition of a certification fee. Applicants for initial certification now tend to apply and pay the fee for fewer certification areas so that there are fewer certificates issued per applicant. In addition, previously applicants who applied for certification in one area (i.e., biology) were certified in other areas (i.e., general science and other sciences) in which they were obviously qualified. Since we must now charge a fee for each certificate, this practice had to cease. The increase in number of individual application folders processed more than makes up for the decrease in specific certificates issued.

The work load of the Bureau continued to increase in fiscal 1973 without increase in staff, but rather with a decrease in staff for all practical purposes. One of the three professional positions in the Bureau remained vacant for one-third of the year due to the shortage of funds in the divisional salary account and one classified person with some supplementary assistance had to be assigned as a receiving teller to collect and process application fees. In addition, one clerical position on loan from the Division of Special Education had to be returned in September 1972. It is only through effort above and beyond what should be expected, including work done outside normal working hours, that the Bureau is able to meet its mandated responsibility to the Board of Education.

In addition to processing and issuing certificates, a great deal of related work was done. Those of the 38,000 applicants who did not meet certification requirements were advised in personal interviews, by mail or by phone of the appropriate steps they should take in order to meet certification requirements. They were advised of the different routes to certification in Massachusetts and, where applicable, were advised of the appropriate institutions and programs that could meet their needs. Many requests from superinten-





dents and school committees for exemptions from certification requirements (waivers) were processed. In each instance the individual's application was evaluated and both he and the employing superintendent were informed by letter of appropriate steps required for certification and in some cases, for additional waivers to be granted. In order to provide this advice, extensive communication is sometimes required between the Bureau and the individual and with the superintendent in order to obtain the documents necessary to give accurate advice. The clerical position to which these duties were assigned was the one which was returned to the Division of Special Education this year.

Superintendents reported some 2,840 vacancies during the past year. This is approximately the same as the previous fiscal year, which is surprising since the Bureau was unable to put much staff time and effort in soliciting listings from the schools. This year 19 lists were sent out to some 4,100 applicants who paid the \$5.00 fee. It is interesting to note that there has been a marked increase in applicants for placement service since the imposition of the fee. The retention of Mrs. Felicia Tyler's service under the Emergency Employment Act has made the provision of this service possible. A placement service located within the Bureau in addition to meeting a statutory obligation of the Board has several distinct advantages to applicants and prospective employers. It meets a need for those Massachusetts residents who attend colleges out of state; it provides necessary supplementary placement assistance for those attending public and private institutions of higher learning within Massachusetts; it provides assistance to those entering the profession at later stages in their career cycles, it is the only placement agency through which employers can have access with one inquiry to a broad cross section of those seeking employment as experienced, inexperienced, or mid-career applicants drawn from professional programs in public and private institutions of higher learning within and without the Commonwealth; it is the sole placement agency where total employment information both with respect to certification and placement may be obtained simultaneously with one inquiry. Finally, this placement function can provide, and does upon request provide to preparing institutions information which can be of assistance in the development of, curtailing of, reassessment of, and restructuring of preparational programs.

The Professional Standards Committee, Advisory to the Board of Education, has been active during 1972-73. It has held monthly meetings which have been extremely well attended. The Bureau has provided guidance and a wealth of material for the Committee for use in its deliberations. The Committee completed further revisions of the certification bill, recommended its filing to the Board and has been active in supporting its passage since then. Ten subcommittees and





one task force were appointed by the Professional Standards Committee and continue to work on regulation revisions; the subcommittees are working in the areas of English, social studies, mathematics, science, foreign languages, health and physical education, business subjects, home economics, industrial arts and reading. A twenty-one member task force has completed recommendations for a major revision of the school psychologists certification regulations. This involved 24 one-half day meetings and extensive preparatory staff work, and they have not yet gone to public hearings. In pursuit of information upon which to base advice to the Board, the Professional Standards Committee has invited and received presentations from groups representing such organizations as MASBO, the Massachusetts Association of School Business Officials, COMTEC, the Commonwealth Teacher Education Consortium and Massachusetts School Psychologists and has held a joint meeting with the Student Advisory Council. The Professional Standards Committee functioned on a \$500.00 allocation of Title V funds. The additional staff time and expenses required to support the functioning of this Committee were absorbed by Bureau staff and by the Committee members.

The major piece of legislation recommended by the Professional Standards Committee has not yet passed the legislature. This legislation embodying a statutorily based broadly representative commission advisory to the Board, broadened authorization for the Board in setting certification requirements and an adequate staffing design is essential for the improvement of certification in Massachusetts. Last year's annual report projected an annual income of \$227,620.00 if the certification fee were implemented. Shortly after that report was submitted, we learned that the fee requirement had been included in a late filed omnibus fee bill and was, in fact, in effect as of July 31, 1972. In the eleven months the fee was in effect, \$193,193.00 was collected. These receipts, which have been deposited in the general fund, would have been more than enough to implement the new certification legislation had it passed.

The Bureau continued to work with other states and territories on the Interstate Compact to facilitate desirable professional mobility. Massachusetts passed the enabling legislation for entrance into this Compact in 1968 being the first New England state and third in the nation to do so; there are now some thirty-one member states. Massachusetts received the authorization and responsibility of visiting the some 240 preparational programs in its 58 teacher preparation institutions with the passage of this legislation. Modest budgetary requests for minimal staff positions and "03" money to fund the expenses of visiting evaluation teams were not funded until passage of the fiscal 1974 budget. Meetings concerning the Interstate Compact were attended in Windsor, Connecticut, Chicago, Illinois, Newark, New Jersey and Salt Lake City, Utah. The first state-wide meeting of Massachusetts public-private teacher preparatory institutions





was held by the Bureau through the cooperation of Tufts University which served as host. Some 36 institutions were represented and 18 of these have had follow-up conferences with Bureau staff in anticipating acquired program approval status.

The Bureau Director continued to serve as the Northeast Regional Vice President of the National Association of State Directors of Teacher Education and Certification. He served as chairman at the national meeting in Salt Lake City, Utah, and was named to the executive and nominating committees; he conducted the Northeast Regional meeting at Windsor, Connecticut; and planned the year's activities of NASDTEC at the Chicago, Illinois, meeting. He continued to serve as First Vice Chairman of the Committee of Contract Administrators for the Interstate Certification Compact.

In addition to the other work of the Bureau, the three regular professional employees visited some 31 colleges, provided preparational program assistance on 59 occasions to colleges both public and private, addressed numerous professional groups, student, and lay groups, appeared at legislative hearings, served on four NCATE teams, served on the Teacher Preparation Planning Council of the University of Massachusetts, Amherst, served on an advisory committee for the New England Program of Teacher Education, and reviewed several of their project proposals, and answered some 63 questionnaires regarding teacher preparation, certification and placement.

A staff position for microfiche data storage system that had been acquired in 1971 was provided (borrowed) during this year. This position was filled by an experienced microfiche operator and the records of 25,000 certified professionals have been filmed. When the 166,000 existing folders and all those subsequently completed are filmed and inserted in jackets, we will have available an unprecedented capacity to serve employing superintendents through the Boston office and each of the regional offices. The files of each certified person can easily be reproduced on microfiche and made available in compact form for employing superintendents and personnel directors for their review at a regional office or other appropriate place. Additional clerical staff is needed to expedite this process as each file must be purged of unessential material, then photographed and the processed film must be inserted in file jackets. At this time the original material is destroyed. This process which ends in the destruction of documents submitted by applicants must be carefully supervised.

Previous mention has been made of the newly inaugurated application fee. The Bureau was first informed of this fee two weeks after it had been legally required. Department counsel advised the Associate Commissioner for Administration and Personnel and the Director of the Bureau of Teacher Certification and Placement that the Director would be personally



responsible for any fees not collected. Accordingly, all applicants that had been received in the interim and those that continued to come in had to be returned to the applicants for the fee. In addition, certificates issued had to be cancelled. This had to be done and was done in addition to the regular operation of the Bureau and without any additional staff. After the initial hectic months during which the backlog was reduced, one clerk was assigned full-time, with additional assistance when possible to this process. In accordance with required accounting procedures, a receipt must be made out for each check received and a daily transmittal completed. This heavy burden, which by Civil Service regulations requires the services of a receiving teller, grade 11, has been carried by a senior clerk during the reporting year. Additional help in the form of an authorized position of a receiving teller is needed for this position.

No report would be complete without a word more about the staff. Both professional and classified have been truly professional in every way. The energy, acuteness of mind, and sincere dedication which they have brought to the work to be done are the sole reason that the Bureau has been able to serve applicants for certification and local school districts employing our clientele. The Board of Education has been served well by each; I consider myself indeed fortunate to have worked with them.





RECORD OF CERTIFICATES ISSUED

July 1, 1972--June 30, 1973

<u>Certificate Field</u>	<u>Original Issue</u>	<u>Issued by Reevaluation</u>	<u>TOTAL</u>
Elementary	6084	248	6332
English	1624	95	1719
History	818	34	852
Geography	45	5	50
Social Studies	1373	134	1507
Mathematics	756	64	820
Chemistry	153	9	162
Physics	111	16	127
Biology	336	23	359
General Science	486	85	571
Earth Science	41	8	49
French	359	21	380
German	69	22	91
Spanish	210	30	240
Italian	15	2	17
Russian	18	2	20
Polish	2	1	3
Portuguese	13	1	14
Other Modern Language	3	2	5
Latin	46	2	48
Greek	3	0	3
Health & Physical Education	589	22	611
Health	27	42	69
Business Subjects	396	15	411
Home Economics	182	12	194
Industrial Arts	141	22	163
Reading	81	324	405
Art	516	46	562
Music	331	16	347
Speech	83	5	88
Driver Education	14	19	33
Special Class	325	100	425
Audio-Visual Media Specialist		20	20
Speech & Hearing Handicapped	136	14	150
Deaf	18	8	26
Supervisor-Health & Physical Education	10	4	14
Supervisor-Health	0	2	2
Supervisor-Business Subjects	1	2	3
Supervisor-Home Economics	0	0	0
Supervisor-Industrial Arts	0	3	3
Supervisor-Reading	4	27	31
Supervisor-Art	2	3	5
Supervisor-Music	2	3	5
Supervisor-Speech	0	0	0
Supervisor-Driver Education	0	0	0





RECORD OF CERTIFICATES ISSUED Cont'd.

School Psychologist	19	82	101
Guidance Counselor	143	374	517
Guidance Director	14	95	109
General Supervisor	20	54	74
Elementary Principal	33	188	221
Secondary Principal	50	184	234
School Librarian	115	72	187
Superintendent-Assistant Supt.	27	58	85
	<u>15,844</u>	<u>2,620</u>	<u>18,464</u>

Duplicate Certificates  
issued July 1, 1972-June 30, 1973

Total Certificates Issued	<u>693</u>
	<u>19,157</u>

Some 1661 out-of-state residents were certified.



TEACHING POSITIONS REPORTED

July 1, 1972--June 30, 1973

Elementary	234
English	131
History	2
Social Studies	134
Mathematics	83
Chemistry	19
Physics	11
Biology	28
General Science	125
Earth Science	23
French	53
German	10
Spanish	82
Italian	8
Portuguese	7
Latin	7
Health & Physical Education	126
Health	16
Business Subjects	79
Home Economics	76
Industrial Arts	235
Reading	136
Art	89
Music	199
Speech	13
Driver Education	2
Audio-Visual Media Specialist	23
Special Class	186
Art Supervisor	1
Speech Supervisor	1
School Psychologist	27
Guidance Counselor	130
Guidance Director	5
General Supervisor	4
Elementary Principal	68
Secondary Principal	74
School Librarian	55
Supt. & Asst. Supt.	56
Miscellaneous	<u>272</u>

TOTAL 2,840





## SCHOOL MANAGEMENT SERVICES

Leo P. Turo was appointed Director of the Bureau of School Management Services on May 1, 1972. Mr. Turo had a transitional period in which he had to divorce himself from his previous position as Director of the Bureau of Research and Development. Due to the close relationship of the two positions, the period of divestiture of previous assignments took considerably longer than anticipated.

Within the year of transition, the importance of the Bureau of School Management Services as a linkage between the various divisions of the Department was established. A first step was taken in the past year to coordinate the reporting needs of the S.E.A., i.e., Occupational Education, Special Education, Adult Education, Research and Development and State and Federal Assistance, into a compatible reporting design required of the L.E.A.s, which would be native to the input necessary for reporting forms and formulae, integrated educational and financial planning, and management systems. It became the task of the Bureau to develop a business management plan that would incorporate into the Bureau the goals of education, where applicable, and also maintain without interruption its responsibilities in the area of fiscal reporting and aid.

The adoption of the 18-month fiscal year by the Commonwealth caused a tremendous upheaval in the school systems throughout the state. The Bureau became the focal point on information to which the 420 school districts of the state turned for help.

Workshops were held to inform responsible school administrators of the fiscal requirements of the transitional period. The Bureau recruited the aid of the Municipal Accountants' Association and the Association of Finance Committees in meeting this task. This effort promoted an excellent line of communication with agencies indirectly related to education, and also allowed the L.E.A. to be better equipped to meet the many additional municipal demands on the financing of education.

Not only were the workshops held, but a constant flow of Bureau releases kept the L.E.A. up to date on current changes. During the same period, the Bureau Director spoke at a series of seminars conducted by the Association of Finance Committees and meetings held by the Massachusetts Association of School Committees. The Bureau became a resource upon which the school administrators, members of school committees, municipal accountants, municipal legal councils, legislators, and other interested parties could draw information.



A purchasing survey was conducted by the Bureau to determine the practices, extent, and needs of the L.E.A.s in this area. The study was made available to school administrators of the state and will become the foundation of future planning of guides and recommendations for purchasing procedures. It will also aid in the updating of the purchasing manual written by Charles King Associates of Chicago, consultants for the Business Task Force.

In school transportation, the Director continued to apply his expertise in the way of developing a more competitive design to the unique contractual transportation services in the state. The Bureau was very instrumental in interpreting and aiding in the application of the new Federal Standard 17. The Bureau Director was available to any and all school transportation committees, administrators and private citizens to foster a safe, efficient, and economical school transportation system for over 500,000 school children.

In conjunction with the Governor's Highway Safety Bureau, The Massachusetts Registry of Motor Vehicles, and the Massachusetts Department of Public Utilities, along with the Massachusetts Association of School Bus Contractors, the Bureau conducted a Pupil Transportation Conference. This Conference was attended by more than 200 people. The program encompassed all aspects of pupil transportation as related to driver training, pupil safety programs, scheduling, equipment maintenance, and the financing of school transportation.

The School Transportation Conference is an annual meeting attended by school administrators, contractors, law enforcement officials and other interested parties.

The Bureau assists the Massachusetts Association of School Secretaries in the planning of their annual conferences. These conferences are attended by 300 - 400 secretaries and clerical personnel of school systems. The program is developed to be both instructive and informative in all areas of education.

The Director, in his capacity as a director of the Massachusetts Association of School Business Officials, participated in the annual Association of School Business Officials convention, which was held in Chicago in October of 1972.

A pilot design for PPBS has been partially implemented in the Chelmsford School System using guidelines developed by the Bureau. The experience gained here will be used as a guide for the development of manuals, which will in turn help the L.E.A.s in their planning of advanced management systems.

The Bureau Director has made his expertise and knowledge available to all divisions and bureaus of the Department of Education; to the Commissioner of Education, and the Secretary of Education; to legislators and all persons with vested interests in school business management. He has done this on a day-to-day basis. He has also lent himself to the design, interpretations, projections and implementation of all state aid formulas involving financial resources in education.





## PERSONNEL

The Massachusetts State Department of Education has 823 funded positions at the present time of which 727 are filled. There are 453 clerical and 370 professional positions.

During fiscal 1973 the Board of Education approved 38 professional appointments; mostly, at the Supervisor in Education, Job Group 15 or Senior Supervisor in Education, Job Group 17 level. This sharp decline from the previous year is a result of the Shepherd Amendment and the anticipated cutback in federal Title V and NDEA III funds. There were 36 professional terminations of which three were the result of death and three retired. Others left the Department due to family responsibilities or for better paying positions. At the clerical level there were 99 terminations and about the same number of appointments.

Hopefully the Department's request for an upgrading of its professional staff will reduce the turnover. A program establishing four new job titles was submitted to the state legislature in the 1974 budget request. The new titles will affect approximately 213 curriculum oriented supervisors. Additional staff members may be upgraded as a result of a state management study.

We are proceeding slowly with the Employee Evaluation Program. Division Leaders have been asked to write job descriptions for all professional positions within their units prior to July 15, 1973. Every professional employee will be evaluated by November 15, 1973.

The training program has been limited. The Bureau has relied heavily upon the state training unit. In the fall, we conducted telephone workshops and an accounting course for all employees. A workshop on fire control and evacuation procedures was conducted at the State Fire Academy in Stow for approximately 30 fire captains and deputies. Many Department members continued to receive management training under the "505" project. In the spring, the state training unit conducted a three-day workshop on interviewing and counselling techniques. We continued to send employees to the state courses on Executive Development, Basic Supervision, Human Relations, Office Management and Effective Writing.

The orientation program was presented monthly in a format similar to previous years. We hope to use a more effective and efficient filmed orientation program next year.

The Affirmative Action program has allowed the Department to maintain a ten percent minority staff. There are still a few bureaus that do not have minority representation.





## Educational Information Services

The following Educational Information Services activities and events should be highlighted in the 1973 annual report:

The operational phases of the emerging State Educational Information Center (SEIC) project increasingly involved the Bureau's staff and resources. Such involvement ranged from the provision of printed promotional materials, journal articles, news releases, and radio programming to the actual production of a professional slide-tape presentation on SEIC's aims and accomplishments.

The developmental phases of the SEIC project required an increasing commitment from the Bureau. By collaborating with the Division of Research, Planning and Evaluation the Bureau helped fashion the future directions of educational information dissemination within the Commonwealth. This collaboration resulted in an additional \$70,000 grant to the Department for further development of the SEIC concept.

The journalistic development of the Department's newsletter, Education: The COMMON Wealth of Massachusetts continued. During fiscal year 1973 the Bureau received numerous compliments on the quality of this new and important instrument for educational information. The monthly press-run for COMMON Wealth rose to 7000 copies. Almost every major educational organization in the state and the nation were placed on the mailing list. By bulk mailing copies the costs for each issue dropped significantly.

An annual joint conference with the Massachusetts chapter of the National School Public Relations Association was instituted. This year nearly sixty people attended the meeting at the Colonial Hotel in Wakefield. The meeting featured a presentation on the SEIC system, and the major address was given by Mr. Jerome Kovalchak, Deputy Superintendent of the New York City Board of Education.

A further consolidation of all educational information dissemination for the Department took place. More and more units of the agency collaborated with the Bureau in dissemination activities. Press conferences, news releases, radio and television programming, in addition to the enhancement of quality publications, occurred. The Bureau continued to deliver a capability to be a one-stop service center for educators and the general public.



The Bureau's Educational Reference Center increased its training activities. During fiscal year 1973 over thirty percent of the Department's staff received training in the process and content of educational information systems. Furthermore, the Bureau's Reference Center began to regularly produce and distribute lists of newly arrived materials on selected "hot" topics of interest. Staff reaction was excellent.

--Under the Department's Title V, 505 Project with four other New England states the rudiments of an information exchange was begun. This seemingly elemental development has far ranging implications for a regional approach to educational management and problem-solving.





The Massachusetts Department of Education compares favorably with other State Departments. During the year, we increased from 10 to 20 the number of minority organizations from which we can recruit candidates. We have not increased the number of handicapped employed by the Department but will endeavor to stress this area next year.

The emergency employment program has operated smoothly. During the year we reduced the number of EEA participants from 18 to 4 in compliance with the Office of Manpower's request for a phase down. The Department transferred sixty percent of the EEA participants to its regular payroll. The Office of Manpower Affairs informs me that we have done exceedingly well and Division Leaders are to be congratulated. A plan was submitted to the Office of Manpower Affairs for phasing out the entire program by May 31, 1974.

With the anticipation of a cutback in federal funds for fiscal 1974 the Bureau spent considerable time counselling affected employees as to their employment rights and notifying them of job opportunities within and outside the Department. As of this date, approximately fifty percent of the affected employees have been transferred to other positions within the Department or found outside employment.

The Bureau of Personnel and Staff Development did not increase its staff during the past year although the number of Department positions and staff members to be serviced increased significantly. In an attempt to meet the increased demand for assistance and record keeping, the Bureau in liaison with the Division of Research, Planning and Evaluation developed a program for computerizing personnel records. We have been unable to implement the program due to Research and Development's uncertain future.

The Bureau continued to standardize operating procedures and developed a "Helpful Hint Sheet for Retiring Employees," which provides information on pension programs, social security, medical benefits and community organizations prepared to assist them.

The Bureau has carefully outlined its programs and objectives for 1974 and will stress computerization of personnel records along with employee evaluation.



SUMMARY OF MDE PROFESSIONAL PERSONNEL APPOINTMENTS BY JOB GRADE AND WORKING UNIT FROM  
JULY 1, 1972 TO JUNE 30, 1973

TOTAL											
OFFICE OF THE COMMISSIONER											
EQUAL EDUCATIONAL OPPORTUNITIES	-		1								1
PLANNING AND EVALUATION											
ADMINISTRATION AND PERSONNEL											
EDUCATION INFO. SERVICES			1								1
TEACHER CERTIFICATION	1		1								1
CURRICULUM AND INSTRUCTION											
ADULT EDUCATION			1								1
CURRICULUM SERVICES			4								4
OCCUPATIONAL EDUCATION			8		3						11
SPECIAL EDUCATION			4		1						5
RESEARCH AND DEVELOPMENT			1		1			1			3
EXPERIMENTAL SCHOOL	6		5								11
JOB GRADE	13P	14P	15P	16P	17P	18P	19P	20P	21P	24P	38





FISCAL '73 PROMOTION FIGURES BASED UPON APPROXIMATELY 727 FILLED POSITIONS

MONTH	# OF PROMOTIONS	PROFESSIONAL PROMOTIONS	NON-PROFESSIONAL PROMOTIONS
JULY	6	3	3
AUGUST	4	3	1
SEPTEMBER	2	1	1
OCTOBER	17	8	9
NOVEMBER	3	1	2
DECEMBER	11	6	5
JANUARY	5	4	1
FEBRUARY	3	0	3
MARCH	9	2	7
APRIL	15	5	10
MAY	9	2	7
JUNE	2	1	1
TOTAL	86	36	50





# SUMMARY OF DEPARTMENT TERMINATIONS BASED UPON APPROXIMATELY 727 FILLED POSITIONS

	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	TOTAL
TOTAL # OF EMPLOYEES TERMINATING	4	20	31	9	6	18	7	8	18	12	18	11	162
TOTAL # OF MEN TERMINATING	2	4	13	4	3	7	1	3	3	5	7	7	59
TOTAL # OF WOMEN TERMINATING	2	16	18	5	3	11	6	5	15	7	11	4	103
PROFESSIONAL TERMINATIONS	2	7	8	3	2	3	3	2	5	2	6	1	44
CLERICAL TERMINATIONS	2	13	23	6	4	15	4	6	13	10	12	10	118
# OF MINORITY TERMINATIONS	0	2	2	1	0	4	1	2	1	1	3	2	19

NOTE: TERMINATIONS TEND TO INCREASE IN SEPTEMBER AS MANY YOUNG PEOPLE RETURN TO SCHOOL AND THE PROFESSIONAL STAFF LEAVES TO ENTER EMPLOYMENT IN THE LOCAL EDUCATIONAL AGENCIES. TURNOVER IS HIGHER AMONG THE FEMALE EMPLOYEES WHERE THEY FILL THE LOWER PAYING POSITIONS. AT THE PROFESSIONAL LEVEL THERE IS NO NOTICEABLE DIFFERENCE IN TURNOVER RATES FOR MEN VERSUS WOMEN. I HAVE NOT DEFINED THESE FIGURES IN THIS REPORT BUT CAN DO SO IF NECESSARY. APPROXIMATELY 75% OF THOSE EMPLOYEES TERMINATING HAVE BEEN WITH THE DEPARTMENT 3 YEARS OR LESS. TURNOVER AVERAGES 24 OF OUR STAFF.



TOT.

JOB GRADE





																		TOT
SPECIAL EDUCATION				1				1								1	3	
STATE & FEDERAL ASSISTANCE				1													1	
BUSINESS OFFICE										1							1	
EXPERIMENTAL SCHOOL	1							4									5	
TOTAL																	34	
JOB GRADE																		
	13P	14P	15P	16P	17P	18P	19P	20P	21P	30P								



ANNUAL REPORT

DIVISION OF RESEARCH, PLANNING, AND EVALUATION

JAMES F. BAKER, ASSOCIATE COMMISSIONER

YEAR ENDING JUNE 30, 1973



## Introduction

The Division of Research, Planning, and Evaluation includes in its organization one officially constituted bureau, the Bureau of Research and Statistics; a bureau constituted by the Board but not approved by the Legislature, the Bureau of Data Systems; and certain staff assigned to participate in evaluation and testing activities. For a temporal period the Planning Unit, often considered a Bureau, was part of the Division's organizational structure. The planning function was transferred to the Office of Executive Planning under the Commissioner with expected liaison relationships with the Division of Research, Planning and Evaluation.

With the initiation of the Pugh-Roberts Study focusing upon the Department's internal and external management needs, it may be expected that further reorganization and, hopefully, strengthening of the Division's status and services will occur. The discontinuance of Title V monies which were the major source of funds for the operation of the Division, placed the entire operation in jeopardy during the latter part of the fiscal year. The energies of such people as the Commissioner, the Secretary, and key Department personnel coupled with support of persons outside the Department who were recipients of services, and the presentation of data clearly indicating the activities of the Division enabled a successful holding operation. Efforts of all of the above mentioned offices are continuing to assure stabilization of the staffing situation in preparation of hopes for increases in personnel.

Currently, the technical staffing seems to be crystalized with the exception of the need for the appointment of a Data Processing Manager. Concerns still exist, however, for the protection of professional and support personnel in the areas of pupil and fiscal data management and evaluation. While staff morale held up very well in light of the tenuous fiscal support, professional attitudes could not help but be influenced by the situation.

## Bureau of Research

The Bureau of Research and Statistics developed new projection services providing individual projection packages to schools, communities, or regions. The package provided for input of numerous variables reflecting atypical conditions. Such input increased the predictive efficiency of the projection information. Over 100 school districts requested and received this projection service.

An enrollment "erosion" system was developed providing information regarding the progressive decrease in enrollments as a specific class or grade of pupils progressed through the advanced levels to graduation. This information has implication





for the dropout data problem as it has a tendency to reflect the holding power of the school system, assuming the in and out migration of pupils remained constant.

In addition to the regular Fall Statistical package, the End-of-Year Report, and continuing collection programs in the areas of special education, vocational education, library services, Title I Comparability data and other federal reports, an extensive curriculum study was conducted for grades seven through twelve identifying course offerings, course enrollments, and certain specific characteristics of the instructional methods used in Massachusetts secondary schools. This information should be of value to other Divisions of the Department, MACE, and selected educational researchers.

The Bureau's evaluation responsibilities, included the identification and grade level placement of instructional objectives in reading and mathematics as required by the Title III State Plan. Report of the results of the objective identification were distributed to all school districts for future consideration either in the areas of curriculum planning or evaluation.

Representatives of the Bureau participated in such department-wide task forces as the Census Study group, the Roberts Management Task Force, the Assessment Planning Committee, the State Education Information Center Study, and served in an advisory capacity to the Institute for Educational Services. Conference participation by staff included attendance at a state assessment workshop conducted by Educational Testing Service, New England Educational Research Organization, a National Assessment of Educational Progress conference, and a regional conference of the Council on Educational Data Systems.

Numerous reports and publications emanated from the Division meeting various state and federal data collection requirements such as the Universe Data, ELSEGIS, NEA statistical Estimates, CIPR Forms, Racial Report Data, and Transportation information. Reports included the Per Pupil Expenditures Analysis, Chapter 70 Computations, Graduate Follow-Up Information, Chapter 74 Computations, Chapter 71 Transportation Computations, and Massachusetts Enrollment Projections.

#### Bureau of Data Systems

The Bureau of Data Systems is responsible for the development of data systems required of all informational reports, processing of data, and programming for data analysis. Though threatened with extinction because of the possible loss of federal funds supporting the computer operation, expended programs have been developed as required by such areas as the pupil projection system; application of computer audit programs expanding on those developed the preceding year and developed new audit programs for the audit of School Attending.



Child and Membership data; expansion of the "labeling system" providing mailing labels for many divisions of the Department and Commonwealth; incorporation of fiscal warrant information for the reconciliation of revenue data; and initial systems work for the Bureau of Library Extension, Bureau of Personnel, Teacher Certification and the Bureau of Pupil Services.

Due to the funding problems a decision was made to discontinue use of the Optical Scan data input system, thus relying solely on the keypunch or keytape data input capability. As funds are made available previous optical scan expenditures will be directed toward the expansion of the core capability of the present computer configuration with consideration also being given to multiple program operation. Current processing demands justifying this exchange of equipment which can be accomplished within current budget allocations.

Continued coordination with the Division of Correction provides programming input from trainees in correctional institutions and released time job experiences by inmates.





ANNUAL REPORT

DIVISION OF STATE AND FEDERAL ASSISTANCE

JAMES C. BRADLEY, ASSOCIATE COMMISSIONER

YEAR ENDING JUNE 30, 1973



## BUREAU OF PROGRAM ASSISTANCE

The Bureau of Program Assistance 1973 activities are summarized as follows:

1. The Bureau monitored LEA's for compliance with state and federal regulations and discovered approximately \$300,000. worth of exceptions or reallocations. Our visits to federal programs numbered over 250 man days, including actual visits, preparation and follow-up.
2. The Bureau hosted a statewide conference in December, 1972 with representation from over 180 school districts. This comprehensive conference involved every program that LEA's were eligible for. The Bureau spent 201 man days providing direct services, workshop or conference participation.

The Bureau meetings on ESEA programs totaled 107 individual meetings on various aspects of eligibility, compliance and new programs.

3. The Bureau under P. L. 81-874, held semi-annual workshops in each region. These totaled 14 workshops and 65 individual meetings with LEA's. In-house processing or applications totaled another 20 days.
4. P. L. 90-35, Subpart B-2, while in its last year, provided some worthwhile projects to the Commonwealth.
  - a. 51 trainees, certified for teaching, were produced by the Bureau. 40 trainees were from the "Black Urban Teacher" program initiated by us through Boston State College.
  - b. 180 teacher-aides given certificates through North Shore Community College in all areas of learning.



## BUREAU OF SURPLUS PROPERTY

The Bureau mission is to provide state and local agencies in Education; Health and Civil Defense with a means of expanding their financial resources by providing surplus and excess government property they need and can use in their program.

During the year we completed transfers of surplus property valued at over 13 million dollars to 680 education, health and civil defense units in the state and over 1-1/4 million dollars of excess property to 57 Vocational Technical Programs.

Since the Bureau's program is self supporting, under a Surplus Property Trust Fund, our service charges covering the above transfers amounted to 0.016% or less than 2¢ per dollar value transferred.

Reorganization now going on in Washington in the three major federal agencies associated with our program, is having a serious impact on the volume of property being made available but the changes should allow for a more effective program with a resultant increase in property.

Base closings in New England scheduled for completion during the coming year should also provide for more property for the program.

As Director of the Bureau I have continued to participate actively in national affairs and act as Chairman of a Task Force Advisory Committee to the program administrators in Washington.

### Excess Property Report

The Excess Property Program for Adult Basic Education and Vocational Technical programs in Massachusetts, was initiated November 4, 1971 with the approval of a Cooperative Agreement for Excess Property Services between the State Directors of Adult Education, Vocational Technical Education and the State Agency for Surplus Property.





Due to action of the Department of Health, Education and Welfare in July, 1972, cancelling the excess program our sources of property were closed, but we were allowed to complete our operations on all approved applications and make any distribution to eligible units possible during fiscal 1972-1973.

Summarizing the results of the program to date we note the following accomplishments:

1. During the period February 11, 1972 through September 14, 1973, we completed 289 transfers covering the loan of federal property to 82 administrative units having a government acquisition value of \$1,772,792.86.
2. This property was transferred to the eligible units for service charges totaling \$25,552.84 resulting in a rate of 0.014% or less than 1-1/2 cents per dollar value.
3. At the close of the fiscal year ending June 30, 1972, we filed with the H.E.W. Regional Office an inventory report on all property acquired by Massachusetts totaling \$1,303,349.32.
4. We filed with H.E.W. Regional Office on October 9, 1973, an inventory report covering all property for which we were accountable totaling \$1,549,721.32.

The difference between the value of property transferred to eligible units (See #1) and the total inventory accounting (See #4) can be explained as either consumable items, or items having a unit acquisition cost under \$100.00 both of which are not required to be reported in our accountable inventory.

5. We completed arrangements with H.E.W. Regional Program Representatives to report all excess property on hand in our warehouse as of June 30, 1973 in the amount of \$1,011,638.15. The property was reported to the General Services Administration for disposal instructions, and after they had authorized the transfer of \$142,632.97 to three National Science Foundation Programs, the balance of the property, \$869,005.18, was transferred as surplus property to our Agency where it will still be available for donation to all eligible units.



## CONCLUSION

Pending any subsequent developments in Washington relative to the eligibility of Adult Education or Vocational Technical Programs to be eligible for the loan of Federal Excess Property, our remaining responsibility is to report annually to the Department of Health, Education and Welfare on the status of our Excess Inventory.

To supplement this report we are also attaching:

1. Summary of Excess Issues by Issue by school.
2. Summary of Excess Issues by school.





## BUREAU OF FINANCIAL MANAGEMENT

The Bureau of Financial Management consists of a total of fifteen employees; three administratives, ten field auditors and two budget control accountants.

### Letter of Credit

During Fiscal 1973, funds of \$50 million were received through Letter of Credit and were granted to outside agencies at a rate established by the Office of Education, \$4.5 million monthly, thereby maintaining a minimum balance for each program.

Fiscal monitoring and control through the Letter of Credit System is being exercised for the following programs:

1. P.L. 90-576, Vocational Education Grants to States, Account No. 7027-9001
2. P.L. 90-576, Part D, Career Education Process for the Handicapped, Account No. 7027-9002
3. P.L. 91-230, Title VI, Part B, Administration-Education of Handicapped, Account No. 7028-0601
4. P.L. 89-10, Title I, ESEA, Services-Handicapped Children in Institutions, Account No. 7028-0801
5. P.L. 89-10, Title I, ESEA, Education of Low Income Families, State Admin, Account No. 7032-0402
6. P.L. 90-35, Part V-F, State Personnel Development System, Account No. 7027-9710
7. P.L. 85-864, Title III, NDEA, Administration, Account No. 7032-0702
8. Drug Education Training Program, Account No. 7032-1702
9. P.L. 89-10, Title I, ESEA, Education of Low Income Families, Account No. 7035-0010
10. P.L. 89-10, Title I, ESEA, Part C, Special Grants for Urban and Rural Schools, Account No. 7035-0011
11. P.L. 89-10, Title I, ESEA, Children in Institutions for Delinquent, Account No. 7035-0012



12. P. L. 91-230, Title VI, Part B, Education Handicapped, Distribution, Account No. 7035-0013
13. P. L. 89-750, Section 103, Education of Migratory Children of Migratory Agricultural Workers, Account No. 7035-0015
14. P. L. 89-10, Title III, ESEA, Supplementary Educational Centers and Services, Account No. 7035-0017
15. P. L. 88-452, Follow Through, State Technical Assistance, Account No. 7035-0018
16. P. L. 89-10, Title II, ESEA, School Library Resources, Account No. 7036-1201
17. P. L. 89-10, Title III, ESEA, Administration, Supplementary Educational Centers, Account No. 7037-0002
18. P. L. 91-230, Title III, Adult Basic Education, Account No. 7038-0002
19. P. L. 92-318, Educational Information Center Network, Account No. 7040-1021
20. P. L. 89-10, Title V, Section 503, Strengthening State Department, Account No. 7042-0601
21. P. L. 90-35, Part D, Career Opportunities Program for Technical Assistance to Local Systems, Account No. 7061-0004
22. P. L. 90-35, Title V, Part D, Career Opportunities Program, Local, Account No. 7061-0006
23. P. L. 89-10, Title V, Section 402, Planning and Evaluation, Account No. 7065-0002
24. P. L. 91-230, Title VI, Child Service Demonstration Program, Account No. 7028-1821

In addition to programs which are funded through the Letter of Credit System, the following two programs are funded directly from Washington.

1. State Educational Information Center, Account No. 7040-1021
2. Civil Defense Education, Account No. 7035-0009





## Budgetary Control

Budgetary control systems are maintained for each of the aforementioned programs. Program Directors are assisted in maintaining budgets and monitoring funds and status reports are provided upon request.

## Management Information

Two accounting systems have been implemented which provide primary sources of management information. The first is the payroll summary which provides a monthly statement of payroll costs and a listing of all personnel associated with each organization within the Department. This summary is made available to all managers and directors, enabling them to readily identify actual payroll costs and personnel charged to their respective accounts. The second system identifies the actual funds received by each city and town in the Commonwealth. These funds are reconciled with actual warrants issued by the Division of State and Federal Assistance.

Quarterly reports and reports on request are prepared for the U. S. Office of Education covering all financial transactions for each program.

## Field Audit Activities

The Bureau plans and directs field audits of outside agencies to ensure that expenditures of Federal funds are proper and in compliance with applicable State and Federal regulations pertaining to four program areas, viz., ESEA Title I, ESEA Title III, NDEA Title III and ABE Title III. Normal procedures for scheduling and auditing have been developed to optimally utilize available field audit personnel and travel appropriations. Standard budgetary control registers have been developed and distributed to outside agencies to assist Project Directors in the budgetary control of Federal funds and Directors are being instructed on an individual basis. Approximately \$34 million in Federal funds were audited during Fiscal 1973 and a summary of audit activity is part of this report.





# Summary of Audit Activity

The Bureau conducted audits of 1,965 Federally funded projects representing an aggregate expenditure of Federal funds by 353\* LEA's of \$33,998,561.20. Audits resulted in Federal funds returned to the Department of Education totaling \$157,672.75 including \$24,169.16 in unexpended balances and audit exceptions pending recovery or resolution. A breakdown by program is provided in the following schedules.

## BREAKDOWN BY PROGRAM

Program	No. of LEA's Audited	No. Projects Audited	Fed. Funds Audited	Fed. Funds Returned Including Pending
Title I, ESEA	130	666	\$24,810,275.00	\$134,454.78
Title III, ESEA	22	31	6,215,011.00	5,571.07
Title III, NDEA	168	1175	1,724,454.20	2,325.89
Title III, ABE	33	93	1,248,821.00	15,321.01
TOTALS	353*	1965	\$33,998,561.20	\$157,672.75

## PENDING RECOVERY or RESOLUTION

Program	Unexpended	Audit Exceptions	Total
Title I, ESEA	\$6,257.53	\$12,229.55	\$18,487.08
Title III, ESEA	52.92	3,682.07	3,734.99
Title III, ABE	1,031.11	916.00	1,947.11
TOTALS	\$7,341.54	\$16,827.62	\$24,169.16

\* Total LEA's not adjusted downward to reflect time spent by one man in more than one LEA on same day.



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